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MONMOUTH COLLEGE: AN INTRODUCTION

■**Location of the College.** Monmouth College shares its name with the town that is its home, the seat of Warren County in western Illinois, a pleasant and hospitable community of 9,500 residents. The Mississippi River, still the threshold of the American West, flows just fifteen miles from Monmouth's campus. Chicago is 180 miles to the northeast. The Quad Cities–Moline and Rock Island in Illinois, Davenport and Bettendorf in Iowa–straddle the Mississippi forty miles due north. Monmouth is easily accessible from Interstates 80 and 74. Commercial air service is available through Moline, Peoria, and nearby Galesburg. Monmouth's location also permits easy access to other academic communities: Western Illinois University is thirty miles south in Macomb; Augustana College is located in Rock Island; and Knox College, Monmouth's traditional rival in athletics, is just twelve miles away in Galesburg.

■**The College's History and Purpose.** Founded in 1853 by pioneering Scottish Presbyterians, Monmouth College brought the blessings of civilization to the people of the rough frontier and spoke of traditional values to those who were shaping a new world. Though today our life knows different frontiers, the College still thinks of its purpose as its founders did–preserving and celebrating the traditions that have been entrusted to it while promoting discovery and investigation. Although the student body today includes many who come from far beyond western Illinois, Monmouth continues to have a strong sense of identity with its local community and with the region in which it is proudly rooted.

Unusual for the time, Monmouth College was created a coeducational institution. Indeed, it was one of the first colleges to give women equality with men, and, not surprisingly, women's interests have been prominent in the College's history.

Monmouth has chosen to remain the collegiate institution it was founded to be, preferring not to expand into a university. Monmouth continues to insist that its purpose is not to pursue knowledge for its own sake, in the university's fashion, but to encourage students to seek values by bringing together knowledge and belief in a coherent whole. The College has neither graduate nor professional schools and is therefore able to focus its resources entirely on its undergraduates. In true collegiate fashion, Monmouth stresses the unity and equality of the academic disciplines that compose it. The College's chief interest lies in providing its students a generous understanding of human experience; individual disciplines receive their sense of direction from that larger commitment rather than permitting the specific interest to become an end in itself.

■**Accreditation and Affiliation.** Monmouth is a four-year college offering the bachelor of arts degree and is fully accredited by the North Central Association of Colleges and Schools. The program of the department of education is accredited by the Illinois State Certification Board.

Recognizing that no intellectual process is value free, Monmouth College is committed to the values and ecumenical perspective of the Christian faith and encourages its

members to explore the implications of those values for their lives and the world. While the College chooses, quite deliberately, to maintain its affiliation with the Presbyterian Church (U.S.A.), it welcomes students of all faiths.

To increase the range of opportunities for its members while retaining the advantages of smallness, Monmouth and thirteen other colleges similar in kind and purpose compose a consortium, the Associated Colleges of the Midwest (ACM). These colleges, located in Colorado, Iowa, Minnesota, and Wisconsin as well as in Illinois, together offer programs which singly they could not. These provide opportunities, described in the section titled Off-Campus Programs, for members of the College to engage in a remarkable range of off-campus study projects, both in this country and overseas, for a semester or an academic year.

MONMOUTH COLLEGE MISSION STATEMENT

The mission of Monmouth College is to teach the liberal arts within the context of our Christian heritage and the Jeffersonian tradition. Our Presbyterian legacy proposes that Christian values are central to the processes of education, even while it argues the need for critical examination of belief. Thomas Jefferson's charge to education calls on us to equip students to live and work in a free society and to bring them to accept wholeheartedly their responsibility for maintaining the worth and vigor of that society.

Our goal, then, is to guide students beyond the analysis of isolated facts and unconnected moments of existence to the discovery of meaningful pattern and larger design and to encourage them to join useful knowledge and thoughtfully considered values in a coherent system of personal commitments.

Monmouth College embodies this mission in its carefully structured curriculum, central to which is a four-year sequence of general education courses extending from the interdisciplinary freshman seminar to senior year courses in thought and belief. To this core we intend that all department programs be actively related. Our mission demands also that we extend the assumptions of the curriculum into residential life, promoting the spiritual and social maturing of our students with the intellectual, and beyond this into the life of the College's members within the larger community. A residential curriculum reflecting the academic curriculum is an integral effort to achieve these goals.

Our mission also demands that students understand alternative value perspectives among which they may choose; else they have only the illusion of freedom. To be free means to know how to set a thoughtfully structured life against the coincidental, the chaotic, and the merely fashionable. Monmouth's mode of education ensures that students know alternative world views and beliefs, proposed through our departments of study and their disciplines, not as ends in themselves but as avenues of inquiry into larger human questions and the answers which imagination, reason, and inspiration have provided.

In the endeavor to achieve our mission, the role of the teacher is crucial–more important than the subject matter itself. Our faculty's charge is not only to guide students in inquiry within the disciplines, but to celebrate the larger purpose of the College. Upon the vital relationship between teacher and student all our resources are focused. We call on professors to be fully accessible to their students and on students to be fully responsive to their teachers and the College.

Our collegiate purpose is realized when our graduates exemplify the College's ideals in their life and work and when they seek actively to use enlightened understanding in the service of humankind.

STUDENT LIFE

■**Education Beyond the Classroom.** The Monmouth College campus provides a charming and comfortable living and learning environment that is both ideal and idyllic as a traditional collegiate setting. Often admired for the beauty of its trees and pleasant spaces, the campus is surrounded by a handsome residential area just a short distance from the town center. It is a walking campus where no building is far from any other and where members of the College quickly come to recognize familiar faces as they meet on campus walks and congregate for College occasions.

For students in some institutions, the undergraduate years mean only taking courses. In contrast, Monmouth's students find that education extends beyond the classroom, reaching into faculty homes, residence halls, and dining room, embracing a broad range of cocurricular activities. Lectures, concerts, and performances by visitors are planned to complement the academic program. The College newspaper and other publications, the campus radio station, religious services, music groups, and the theater provide opportunities for students to develop their talents and to enrich the College's life. Many members of the College find challenge and learning opportunities in the athletic programs, both intramural and intercollegiate. A prominent focus of campus interest is the student government, which is responsible for a broad range of activities. In all of these there are opportunities for learning, for leadership, and for interaction with faculty members.

■**Instructional Facilities.** The Hewes Library, at the physical as well as the metaphorical center The Hewes Library, at the physical as well as the metaphorical center of the campus, seeks to be a teaching library, whose collection, services, and people are an integral part of the instructional life of Monmouth College. The centerpiece of the library's teaching is an information literacy program which reaches all students in three courses: Freshman Seminar, Speech 101, and Comparative Societies. In addition, the library serves as the interface between faculy, students, and staff and the world of information. This service is provided two ways: 1) with a core collection of almost 200,000 information materials, in a variety of formats including government documents, that supports the curriculum of the College, and 2) by giving users access to the world of scholarship beyond the library's walls through a reference collection of databases, indexes, and bibliographies; an extensive interlibrary loan program; and the increasing electronic resources accessible through various networks. The Hewes Library provides many study areas, including individual carrels and seminar rooms. The Beveridge Rooms house the rare books and Monmouthiana collections of the College. The Len G. Everett Gallery is located on the top level of the Hewes Library.

The Hewes Library is also the home of the College's fully equipped Information Systems Center, and thus brings together the newest of learning resources with the most traditional. The Information Systems Center's focal point is the Dahl Computer Laboratory, a central location for students and faculty to access the campus-wide computer network. The Center is also home for the campus' three network servers and the Information Systems Center offices.

The Haldeman-Thiessen Science Center,

named for two of Monmouth's most celebrated professors, is a remarkable facility for a small college, providing students with extraordinary laboratories and instrumentation. Built in 1970, it is the symbol of the College's long-lived reputation for excellence in the laboratory sciences.

The College Auditorium, the oldest building on campus, serves as chapel, concert hall, assembly area, and lecture hall. Its renovation in 1980 provided a hall with splendid acoustical qualities and theater-style seating even while it preserved the charm of the original structure.

The major instructional programs in the humanities and social sciences are carried on in two gracious buildings in the classic collegiate style, Wallace and McMichael, named for early presidents of Monmouth College. In Wallace Hall, audiovisual facilities adjoin classrooms and faculty offices. The formerly Carnegie Library, located just west of Wallace Hall, is undergoing renovation during 1995-96 and will be renamed Poling Hall. When completed, it will house the offices of student affairs, the registrar, financial aid and other essential student services. Theater productions are staged in the Wells Theater. The music department has much of its activities in Austin Hall on the east side of campus and in the College Auditorium.

■**Student Affairs.** The Student Life staff–the deans; directors; head residents; resident assistants; and those in the Stockdale Center, career planning, and multicultural student affairs–all have a personal and professional commitment to quality in all areas of student life.

The Dean of Students Office administers all student services, particularly individual and group counseling; personal, relational, and developmental concerns; health and wholeness issues; advising student government; campus and Greek organizations; and the general well-being of campus life. Additional counseling services for assessment or evaluation purposes are provided when necessary.

Monmouth College students receive 24 hour health services through Family Practice Associates and the emergency room of Community Memorial Hospital. Services that require hospitalization or other medical treatment are available at the hospital. Students should make certain that they are covered by their family's health and hospitalization program.

Multicultural affairs focuses its attention on the nurturance and special needs of a growing number of students from diverse backgrounds, advising, counseling, and encouraging them to be full participants in the college community.

The Stockdale Center is the hub of extracurricular activities on campus. The director of the center and student assistants work closely with the Association for Student Activity Programming and other organizations in planning a wide range of activities.

Monmouth believes that a residential college should provide more than room and board and that living in residence halls affords special opportunities for learning from others. Personal growth, intellectual development, and maturity seem to come more quickly to those who are continuously engaged with their fellow students and who contribute to making residence hall life a richer experience for everyone.

Accordingly, the College requires all its students to live on campus unless exceptions are necessary, such as married students and students in the Monmouth area who reside with their parents. While providing some supervision of students in residence through its system of head residents and resident assistants, Monmouth encourages its students to govern their own living units and to develop their own social programs. Thus each residence hall has its own council composed of elected representatives who manage the hall's affairs.

In its residential system, Monmouth has sought to provide an unusual range of living opportunities and experiences. None of its

halls is quite like any other, either in its architecture or its internal arrangements. Styles range from Winbigler's long corridors and large, traditional lounge areas to modern Gibson, where rooms are arranged in fours around a shared bathroom. The residents of the various halls may choose the hours of visitation, within parameters established by the College. In all its residences, the College has chosen to provide a high standard of maintenance and to enhance students' living by making their surroundings bright and cheerful–a fact that strikes visitors at once. The College has wished to give its students every reasonable opportunity to choose among alternatives in accommodations, physical surroundings, and lifestyles.

Each spring returning students sign up for rooms, stating their preference, while new students indicate their housing preferences during the summer. The College makes every effort to provide students the housing they prefer.

Many Monmouth students choose to join fraternities or sororities. Sorority women live within the residence halls, choosing rooms as do unaffiliated women. Fraternity men, according to their affiliation, either live in the fraternity house or choose to spend some or all of their years in a residence hall.

All students in residence, including some who live at home, take their meals in the dining hall of the Stockdale Center. Private dining rooms in the center are available for special occasions.

■**Recreation and Athletics.** More and more people are recognizing that an organized program of recreation is necessary to their spiritual as well as their physical well-being. Monmouth provides a variety of opportunities, from the rigorous discipline of intercollegiate competition to an extensive intramural schedule. The College's Bobby Woll Athletic Field features an eight-lane track with a rubberized asphalt surface. Ample indoor recreational space is provided in the College's athletic center, which includes Arthur Glennie Gymnasium, dedicated in 1983, and the old gymnasium, completed in 1925 and extensively renovated in 1984.

Monmouth's men compete on the varsity level in football, soccer, cross country, basketball, wrestling, baseball, and track and field. Varsity competition is offered to Monmouth's women in volleyball, cross country, basketball, track and field, soccer, and softball. More than 75 percent of Monmouth's students are actively involved in all aspects of the intercollegiate, intramural, and recreational programs. Facilities include the swimming pool, a billiard room, lighted tennis courts, an all-weather track, and extensive indoor facilities.

■**Campus Organizations.** The student handbook describes the many campus organizations that serve the variety of interests found among Monmouth's students. Honor societies enroll students who achieve academic distinction, and several groups provide for those whose talents are in the arts. Six national Greek organizations (see below) add an important dimension to Monmouth College social life. Notable among Monmouth's traditionally strong music organizations is the Monmouth College Pipes and Drums band. The Coalition for Women's Awareness, the Multicultural Affairs Council, Amnesty International, and Monmouth Christian Fellowship speak to the special needs of students with particular backgrounds or interests.

Students find in the city of Monmouth a congenial and friendly community, proud of the College that bears the same name. Many local organizations welcome volunteer workers from the student body. Local churches invite students to join their congregations and often depend on them to be organists, soloists, and leaders of youth groups. Similarly, local schools have come to count on students for help with tutoring and coaching. Through the YMCA, Warren

Achievement Center, Jamieson Community Center, and homes for the elderly, all those who wish to serve find significant, rewarding opportunities.

■**Greek Organizations.** Greek letter societies have been an integral part of Monmouth College life for many years, for they have important benefits for their members and the campus. All Greek organizations adhere to the principle of nondiscrimination in selecting members. All sororities are members of the Panhellenic Council. Fraternities hold membership in the Interfraternity Council.

Kappa Delta

Founded at Longwood College, Farmville, Virginia, on October 23, 1897, Kappa Delta has more than one hundred chapters throughout the nation. Monmouth College's chapter was first organized in September, 1930, as a local sorority, Theta Chi Mu. On October 23, 1936, it became Beta Gamma chapter of National Kappa Delta.

Kappa Kappa Gamma

Kappa Kappa Gamma was founded at Monmouth College on October 13, 1870. When sororities were reestablished on the campus, the local fraternity, Kappa Alpha Sigma, organized. This group was reinstated as Alpha chapter of Kappa Kappa Gamma in 1934.

Pi Beta Phi

I.C. Sorosis, the first national fraternity for women, was founded at Monmouth College April 27, 1867. The name officially changed to Pi Beta Phi in 1888. After sororities were reestablished at Monmouth College, Pi Beta Phi returned to the campus as the Alpha chapter of the fraternity.

Alpha Tau Omega

Alpha Tau Omega was founded at Virginia Military Institute in Richmond, Virginia, on September 11, 1865. Epsilon Nu chapter of Alpha Tau Omega was founded at Monmouth May 3, 1947. At that time all the members of the local Phi Kappa Pi fraternity were invited to become members of Alpha Tau Omega.

Sigma Phi Epsilon

Sigma Phi Epsilon was founded nationally at Richmond, Virginia, on November 1, 1901. Since then 171 chapters have been established throughout the nation. Illinois Gamma of Sigma Phi Essilon was established on May 22, 1948, after merging with Theta Epsilon Omega fraternity.

Zeta Beta Tau

Zeta Beta Tau fraternity was founded at the City College of New York on December 29, 1898. Delta Lambda chapter colony was founded at Monmouth College on April 17, 1968. In 1989, Zeta Beta Tau was the first fraternity to eliminate pledgeship.

■**College Governance.** Because all members of the College are responsible for nurturing freedom and values in the institution, Monmouth has traditionally invested considerable authority in its student body. The College has fostered the candid evaluation by students of its academic and extracurricular programs, even as it has encouraged open discussion of social issues. Monmouth has long recognized that it must be shaped by students' interests and responsive to students' needs. Accordingly, the College provides extensive opportunities for students to be involved at all levels of its decision-making processes.

The College's system of governance involves three bodies that work together for the welfare of the whole. The Monmouth College Senate has the legal responsibility and authority for managing the College's resources. It delegates certain powers to the College's administrative officers, faculty, and students. The Senate is composed of no fewer than 33 directors, nine of whom serve as trustees on the Executive Committee. To ensure that students' views are heard in this highest assembly, the officers of the Student

Association sit in all plenary sessions and with Senate committees.

The faculty, charged with the responsibility for all the educational programs of the College, accomplishes its work through its Senate and various standing committees. Unless specifically excluded by the faculty's statutes, students participate on all faculty committees, helping to develop policies for the regulation of the institution's corporate life. The monthly meetings of the faculty are open to students, and any member of the College may speak to an issue on the floor.

The body politic of Monmouth's students is the Student Association, which has a wide interest in and responsibility for the quality of student life. Its legislative body is the Student Senate, which is made up of the association's officers and elected representatives. It is from this body, normally, that recommendations for action and proposals for change go to the faculty and the trustees.

■**Rights and Responsibilities.** The College guarantees its students a number of rights consistent with its encouragement of individual freedom. The right of every student to petition the faculty on his or her own behalf is complemented by the right to speak to larger questions before the whole faculty in assembly. The right of free expression in the College newspaper and in other publications is long-standing, as is the right of students collectively to decide on the use of student activity funds. In turn, students, as members of a free community, are expected to share responsibility for the welfare of the College and to defend its good name.

Accordingly, the Student Association has established certain rules for the regulation of student life, encouraging a climate of shared social responsibility in which indivi-dual freedom for all can flourish. These freedoms and responsibilities are detailed in the student handbook.

Particular regulations deal with the use of alcoholic beverages on campus; the College's position is, briefly, that it will permit students in their residences to exercise responsibly those freedoms in the use of alcohol afforded them by the State of Illinois and that it will attempt to educate them to the potential dangers of what is now known to be a drug.

The College allows a student in good standing to keep an automobile on campus, provided that the vehicle is registered with the College.

In accepting admission to and enrolling at Monmouth College, students implicitly agree to comply with College regulations while they are students under the College's jurisdiction. Monmouth College reserves the right to suspend or dismiss a student whenever in its judgment the welfare of the College community demands such action.

■**The Career Planning and Placement Center.** Career Planning and Placement provides opportunities to develop an understanding of self and to explore the world of work. The director helps assess career interests, measure aptitudes, prepare for job interviews, and compile credentials. Workshops and special programs are offered regularly. A job vacancy newsletter; a teacher candidate directory; practical paid and volunteer work experiences; internships; and interview opportunities with potential employers, graduate and professional schools, and alumni are also available.

Those in the Career Planning and Placement Center see career planning as a life-long process and provide individual career counseling and services to students as well as alumni.

ACADEMIC PROGRAM

THE MONMOUTH PLAN

■**The Semester Calendar.** The academic year at Monmouth is organized into two semesters. In each semester, students ordinarily take 15 to 16 credits. The first semester begins in late August, ending before the Christmas holidays. The second semester begins in the middle of January, ending in early May. Depending on the credit value of each course, students might anticipate taking between four and six courses each semester.

Most courses meet for three 50-minute periods or two 75-minute periods a week, with laboratory or studio courses having additional sessions. Individual courses are worth one to five semester hours.

■**The Monmouth Curriculum.** The program of study at Monmouth College is a distinctive answer to questions that critics of higher education have increasingly urged upon America's colleges and universities: What form of undergraduate education best prepares people to live in a rapidly changing world? How can we provide students with marketable skills and at the same time propose the continuing values of liberal education? How can the specific interests of the individual be balanced by the larger concerns of humanity?

Reaffirming Monmouth's commitment to the best traditions of American collegiate education, the curriculum adopted by the faculty in 1981 comprises four elements: the freshman seminar, the required components in general education, the student's major program, and elective courses. While each of these elements has its specific purpose, together they create a four-year framework for liberal education. The required elements provide a structure to guide students toward the essential goals of liberal education. At the same time, other elements permit students to make advised choices among appropriate alternatives.

The curriculum sets up creative interchanges between general requirements and specific interests, as well as between the largest commitments of the College and the particular emphases of individual courses. The liberalizing processes are realized through these exchanges over the four years of study. The general education sequence provides the larger context of knowledge and human experience, raises questions of meaning and value, and provides a basis for judging the purposes and methods of particular disciplines. On the other hand, work in a single area of interest permits a student to develop special skills and to use the methodology of the discipline for inquiry in depth; it teaches students to handle the detailed information of specialized study and to apply understanding to their specific purposes.

•THE FRESHMAN SEMINAR. The seminar, taken by all freshmen in their first semester, addresses the purposes of liberal and collegiate education. It helps freshmen to integrate themselves into the life of the College and to develop those skills essential to college work: critically reading a text, writing papers, using the library, thinking analytically, and communicating ideas orally. As a foundation course for the general education program, the seminar raises basic questions about human beings and their achievements, values, and purposes–questions the student will encounter again and again, in one form or another, both in the College and outside it.

Students meet three times a week with a faculty seminar leader, and all seminar groups meet together on Tuesday at 11 a.m. for a colloquium, lecture, or other presentation. Students earn four semester hours of credit for the seminar.

•DEPARTMENTAL MAJOR. To bring coherence to their course work, students eventually organize their academic program about their special interest, the major study. Sometimes the major is directly linked to the career the student intends to follow, but often it is not. A major program is a comprehensive examination of a particular discipline or topic, a rigorous study in depth that leads the student to understand what is necessary to claim knowledge of or competence in a subject.

Students may take a major program in a single discipline, fulfilling the requirements set by the department. The departmental major provides an appropriate culminating experience during the senior year: a special seminar, a thesis, or an independent study project.

Each department publishes a description of the purposes and scope of the major program in its discipline(s), identifying the courses that are required. No more than 40 semester hours may be required in a discipline. Students may take additional courses in the department as electives, but they may count no more than 50 semester hours in a single department toward the 124 semester hours required for the degree. (The Curriculum Committee can recommend exceptions to the faculty.)

•TOPICAL MAJOR. The topical major provides a unique opportunity for the student who wants to pursue in depth an interest area that bridges the subject area of several departments. The student's advisor plays an important role in helping to plan a topical major. The topical major consists of at least 36 semester hours, 18 of them at the 300 or 400 level. One of these courses must be designated as the culminating experience. The Admissions and Academic Status Committee must approve the proposed courses and formally appoint the advisor who will guide the student. Requests for approval must be filed at least one year before the student's graduation.

•FREE ELECTIVES. The Monmouth curriculum provides students with 10 to 14 elective courses, depending upon the scope of their major program. Electives provide opportunities for enrichment and experimentation. A student may choose to take additional courses in the major department (up to the limit of 50 semester hours), to develop a minor, or to enhance the work of the general education program.

•GENERAL EDUCATION COMPONENTS. The titles of the components of the general education program direct students' attention toward the lasting concerns of educated men and women, interests that go beyond the college years and academic institutions. General education is more than a simple call for breadth or for diversifying in many academic departments. It is a purposeful inquiry into those activities, forms, and institutions that define civilization and those experiences that define our shared humanity. General education is intended to help students look beyond individual courses and disciplines to those topics that should interest them for a lifetime.

The Monmouth curriculum identifies the largest elements of the College's academic interests as the five components of the general education program. Each component intentionally crosses the traditional lines of the academic divisions, arguing implicitly that these concerns cannot be contained within the disciplines. Each proposes that a synthesis of the disciplines is necessary if knowledge is to serve the largest human interests.

The general education program, which accounts for 37 of the 124 semester hours required for graduation, is organized so that the student is enrolled in at least one component each year. The components called *Language* and *Issues and Ideas* are required respectively in the freshman and

senior years. The other three components may be distributed to suit the student's schedule, provided that other conditions are met.

Language. The creation and use of language is the most significant achievement of human beings, for our ability to organize our understanding in verbal symbols and to communicate sets us apart from all other life forms. The symbols of our language make communication possible at many different levels of meaning and allow us to translate our private experience into universal terms. Our native language admits us to the experience of all who use and have used it. It is the medium that bears the largest part of our cultural heritage from one generation to another. A sure understanding of language is the foundation of all knowledge, and the ability to use verbal symbols effectively is the most important of all skills.

At its deepest levels, language communicates in metaphorical terms, conveying feelings and intuitions that cannot be expressed in direct, literal language. Beyond examining the oral and written uses of language as explicit forms of communication, then, the study of language also entails considering the symbolic uses of words to express more than literal meanings, to create particular effects, or to influence the reader or listener in certain ways.

This component provides that every student have experience with a second language. The study of a foreign language allows students to see that their native language often reflects cultural needs and interests at the same time that it shares many basic patterns with other languages.

No element of this component is considered complete in itself. Even together they are only an introduction to what must be a continuing activity for all students: the effort to attain a more sophisticated understanding of language and ever greater skill in its use. For it is language which nearly completely defines our intellectual world and our common human experience.

The requirements in this component are (a) one course in speech (unless exempted by prior study) that deals with communication theory and provides practice in spoken English, taken in the freshman year; (b) one course, Composition and Literature (English 110), that deals with the metaphorical use of language and provides experience in writing, taken in the freshman year; and (c) competence in a foreign language at the level of the 102 course. The classics and modern foreign languages departments place or exempt students on the basis of competence demonstrated in prior study and/or a test administered during new student orientation. International students whose native language is other than English meet the foreign language requirements by demonstrating their competency in English, which is for them a foreign language.

The Physical Universe and Its Life Forms. Human beings are part of nature even while they transcend it by examining and describing it and by imagining very different worlds. Any statement about human beings that ignores their relationship to the rest of nature is incomplete and misleading. The natural world is usually dealt with as though it could be divided into two parts: the physical universe and living things. That division, convenient but arbitrary, is useful because the differences between the two seem obvious. Yet living things are an integral part of the physical universe, made of the same stuff and obedient to the same laws. Humankind shares with all other living things the limitations imposed by natural laws, but human beings, having learned how to manipulate nature, have responsibilities not shared by other life forms.

In this component, students become sufficiently acquainted with the workings of the biological and physical worlds to understand the place of human beings in nature and their dependence on both the physical universe and the rest of the living world. They see the fragility of planet Earth and the living things upon it, and they perceive

their responsibility to preserve and conserve these two worlds. Students also gain a working knowledge of the philosophy and methods of scientists as well as an appreciation of the limits of science and its mechanistic view of the natural world.

The requirements in this component are two courses, preferably taken before the end of the junior year: (a) one course with laboratory in chemistry or physics; and (b) one unit course with laboratory in biology or psychology.

Beauty and Meaning in Works of Art. Works of art–achievements of the creative imagination in literature, music, art, and theater–are among the supreme accomplishments of the human spirit. Other components of the general education program emphasize human beings in the group; here the central interest is the creations of individuals. Yet that interest is tempered by the recognition that great works of art seem to evoke a universal response.

Human beings have found in the arts ways to comprehend their world and to celebrate their creativity, to shape and give order to their experience of life, to express their most private feelings, and to affirm their sense of a universal human community. The arts transmit the wealth of the past to contemporary civilization and give promise of transmitting to the future the best of the present.

To value the arts fully, students should learn their appreciation and participate in their creation. In this component the study of great examples of a particular art form is balanced by creative work: writing, painting, composing, playing, or making.

The requirements in this component are five semester hours, preferably taken before the end of the junior year: (a) one course emphasizing appreciation; and (b) two semester hours emphasizing participation in the creative process.

Human Societies. Humans are social beings, our lives and ideas considerably shaped by society and its institutions. Formative influences come to us from our immediate contact with others (our family and friends), from our experiences in institutions and organizations (schools, corporations, churches, and government), and from that large, subtle, pervasive set of ways of thinking and doing we call culture. Society shapes us in ways we may not suspect. It may affect our attitudes of trust and mistrust, of optimism or pessimism; it may influence our sense of community or individual identity and provide the store of ideas within which we do our thinking.

Just as we need to understand the influences of our own society, so to function effectively in an age of cultural pluralism we need to study societies different from our own. The comparative study of societies helps us look critically upon assumptions we might otherwise never challenge and it enhances our appreciation of our own culture.

The requirements of this sequence are Interdisciplinary Studies 201, a sophomore level course in comparative societies, followed by one course within a discipline focusing on a particular society or institution.

Students may be exempted from this latter course for an off-campus program.

Issues and Ideas. The final requirement in the general education program consists of courses which address issues and ideas that any responsible citizen must confront. These are courses which draw upon the maturity and intellectual flexibility of students in their senior year. They engage the student with problems and ideas that directly address the conditions and well-being of life.

These courses include, but are not limited to, issues and ideas such as the cointinuing presence of wars; what we understand a just society to be; the question of personal identity and the self; or responsible relationships with the natural world.

These courses incorporate the perspectives of various viewpoints since they deal with questions that transcend immediate professional and intellectual vantages. They

elicit a recognition of and a critical response to shared and continuing human concerns.

Students are expected to complete one course in their senior year.

■**Requirements for the Degree.** In summary form, these are the requirements for the degree:

1. Four years of academic work in which the student earns at least 124 semester hours of credit. An average of C (2.00) or higher must be obtained in course work taken at Monmouth College. The senior year residency requirement stipulates that after attaining senior status (90 semester hours), at least 27 semester hours of the remaining credits required for the degree must be granted by the College.

2. Completion of the freshman seminar with a passing grade.

3. Completion of a major program with at least a C-grade in courses counted toward the major and an overall C average (2.0) in those courses.

4. Completion of the five components of the general education program: *Language, The Physical Universe and Its Life Forms, Beauty and Meaning in Works of Art, Human Societies, and Issues and Ideas.*

5. Payment of all current financial obligations to the College.

■**Application for Degree.** Candidates for the Bachelor of Arts degree must make formal application to the registrar one year in advance of their expected graduation.

■**General Education Courses.** Courses that satisfy the requirements of the general education program are designated by the faculty. In addition to the courses listed, some courses that vary in content satisfy requirements when particular topics are offered. Such courses are listed in semester course schedules.

•*LANGUAGE.*

(a) One course in speech that deals with communication theory and provides practice in spoken English, taken in the freshman year: Speech Communication and Theater Arts 101. Fundamentals of Speech Communication.

(b) One course that deals with the metaphorical use of language and provides experience in writing, taken in the freshman year: English 110. Composition and Literature.

(c) Competence in a foreign language at the level of the 102 course, in the freshman or sophomore year:

French 101-102. Elementary.
German 101-102. Elementary.
Greek 101-102. Elementary.
or Greek 101-212. Elementary-Biblical.
Latin 101-102. Elementary.
Spanish 101-102. Elementary.

•*THE PHYSICAL UNIVERSE AND ITS LIFE FORMS.* Two courses taken before the end of the junior year.

(a) One course with laboratory in chemistry or physics:

Chemistry 100. Chemistry: A Cultural Approach
Chemistry 130. Organic Chemistry I.
(Satisfies requirement of students in a program in health careers and for students who complete the chemistry sequence through Chemistry 220.)
Physics 103. Astronomy.
Physics 130. Introduction to Physics I.
Physics 132. Introduction to Physics II.

(b) One course with laboratory in biology or psychology:

Biology 101. Life on Earth.
Biology 111. General Zoology.
(Satisfies requirement for biology and health career majors only.)
Biology 112. General Botany.
(Satisfies requirement for biology majors only.)
Biology 201. Field Botany.
Psychology 101. Introduction to Psychology.

•*BEAUTY AND MEANING IN WORKS OF ART.* Five semester hours taken before the end of the junior year.

(a) One course emphasizing appreciation and interpretation:
Art 200. Introduction to the History of Art: Prehistoric Through Medieval.
Art 201. Art History Survey: Renaissance Through Modern.
Art 306. Women, Art, and Feminism.
Classics 210. Ancient Literature.
Classics 230. Classical Mythology.
English 240. Russian Literature of the 19th Century.
History 206. The Enlightenment.
History 207. Modernism.
History 208. 19th Century Arts and Letters.
History 209. Soviet Cultural History.
Music 101. Introduction to Music.
Music 203. Evolution of Jazz.
Philosophy 315. Aesthetics.
Speech Communication and Theater Arts 110. Introduction to Theater and Cinema Appreciation
Speech Communication and Theater Arts 316. The Classical Theater.
Speech Communication and Theater Arts 317. The Modern Theater.
(b) Two semester hours emphasizing participation in the creative process:
Art 121. Drawing I.
Art 123. Sculpture I.
Art 125. Ceramics I: Handbuilt Clay.
Art 126. Ceramics I: Wheel Thrown Clay.
Art 142. Painting I.
Art 211. Design.
Art 236. Photography.
English 210. Creative Writing.
Music 131. Jazz Band.
Music 132. Vocal Jazz.
Music 133. Sound of Five: Vocal.
Music.134.Sound of Five: Instrumental.
Music 145/146. Piano.
Music 151/152. Voice.
Music155/156.Strings: Cello.
Music 181. Vocal Chamber Music.
Music 182. Instrumental Chamber Music.
Music 184. Concert Choir.
Music 185. Wind Ensemble.
Music 186. Highlanders.
Speech Communication and Theater Arts 111. Introduction to Technical Theater.
Speech Communication and Theater Arts 113. Theater Arts: Workshops
Speech Communication and Theater Arts 212. Beginning Acting.

•*HUMAN SOCIETIES.* Two courses at the sophomore or junior level taken before the end of the junior year.
(a) One course in comparative societies:
Interdisciplinary Studies 201. Comparative Societies, taken during the sophomore year.
(b) One course focusing on a particular society or institution.
Art 304. Asian Art and Culture.
Business Administration 110. Evolution of Commercial Institutions.
Business Administration 111, 112, 113. Industry Analysis.
Classics 211. History of Greece.
Classics 212. History of Rome.
Classics 240. Ancient Society.
Economics 120. Contemporary Economic Problems.
Economics 200. Principles of Economics.
Economics 351. Comparative Economic Systems.
Government 103. American Politics. (Satisfies requirement for Teacher Certification candidates only.
Government 202. Modern Japan.
Government 244. The Politics of Islam.
Government 245. The Politics of Developing Nations.
Government 270. Global Affairs.
History 110. American History 1492-1750.
History 111. American History 1750-1900. (Satisfies requirement for Teacher Certification candidates only.)
History 202. Modern Japan.
History 211. History of Greece.
History 212. History of Rome.
History 222. Medieval History.
History 240. Ancient Society.
History 302. History of the Middle East.
History 303. History of India and South Asia.
History 304. History of Sub-Sahara Africa.
History 305. History of Mexico.
Philosophy 207. Ethics: Philosophical and

Religious.
Philosophy 300. Philosophy and Religions of Asia.
Philosophy 307. Modern and Contemporary Philosophy.
Philosophy 309. Classical and Medieval Philosophy.
Psychology 340. Personality.
Religious Studies 101. Introduction to the Old Testament.
Religious Studies 203. History of Christianity I: Origins to Reformation.
Religious Studies 204. History of Christianity II: Reformation to Present.
Religious Studies 207. Ethics: Philosophical and Religious.
Religious Studies 210. Judaism and Islam.
Religious Studies 244. The Politics of Islam.
Religious Studies 300. Philosophy and Religions of Asia.
Religious Studies 302. History of the Middle East.
Religious Studies 303. History of India and South Asia.
Sociology 327. Sociology of Medicine.
Sociology 341. Urban Sociology.
Sociology 347. Gender, Race and Ethnicity
Speech Communication and Theater Arts 221. Mass Media and Modern Society.

•*ISSUES AND IDEAS.* One course taken in the senior year:
ISSI 401. A Christian View of Human Nature.
ISSI 402. Classical Mythology and Religion.
ISSI 405. The Future of Religions in the Twenty-first Century.
ISSI 410. Environmental Ethics.
ISSI 426. Feminist Approaches to Literature and Society.
ISSI 434. War and Peace.
ISSI 435. Political Philosophy from Plato to the Present.
ISSI 436. Poetics of the Self.
ISSI 437. The New Individual.
ISSI 440. Feminism and Communication.
ISSI 444. The Politics of Islam.
ISSI 468. The Arts in Society.
ISSI 470. Biotechnology and Human Values.
ISSI 471. Ecology of Overpopulation.
ISSI 472. Fiction and Industrial Society.
ISSI 477. Energy Resources.
ISSI 479. Cosmology and Creation.

ACADEMIC POLICIES

■**Advanced Standing.** Monmouth College recognizes both the Advanced Placement (APP) and the International Baccalaureate Program (IBP).

APP credit is granted for examinations receiving a score of 3 or better in disciplines offered by the college.

IBP credit is granted in the following manner. Five semester hours is granted for each of the three IBP Higher Level Examinations passed with a score of 4 or better. Fifteen additional hours of credit will be granted to students who possess the IBP Diploma and who have passed the three subsidiary examinations with scores of at least 4 on each of the examinations.

In both cases the assignment of credit toward Monmouth College general education requirements will be made on an individual basis by the registrar in consultation with the appropriate academic departments.

In addition placement without credit may be granted on the basis of a test administered by a department.

■**Credit by Examination.** A student in good academic standing may earn credit in a course, but no grades, by satisfactory performance on an examination which is administered by the department concerned and is sufficiently comprehensive to prove mastery of the course. Such an examination may require a written part, an oral part, a term paper, and a laboratory experience. Performance at the C- level shall be the minimum acceptable; however, the individual departments may set higher standards. A student may not earn credit by examination for any course for which credit

has already been earned. A maximum of five semester credits can be earned through credit by examination.

Prior to taking such an examination, a student must secure the written approval of the advisor, the chair of the department, the instructor who will administer the examination, and the Dean of the College. The student shall be advised of the score of the examination and whether the depart-ment requires minimum performance of a higher level than C-.

The fee is one-half the charge assessed per semester credit.

■**Enrollment in an Overload.** A student may register for an overload of 19 or 20 semester hours upon approval of the advisor. A student in the first semester of residence or on probation must also have the approval of the Admissions and Academic Status Committee of the faculty.

A student wishing to register for more than 20 semester hours must have the approval of the Admissions and Academic Status Committee.

■**Class Attendance.** Monmouth College expects students to attend class and holds them responsible for all work assigned in a course. Faculty members set their own specific attendance policies which are described in their syllabi.

When, in the instructor's judgment, a student has excessive absences, he/she may place the student on a "No Cut" status and require that all further absences be explained or excused. The instructor will notify the student's academic advisor and the dean of the College that the student has been placed on "No-Cut." Students who continue to miss classes after being placed on this status may be dismissed from the course with an F.

A student will be dropped from a course if he/she misses the first two class meetings, the course has a limited enroll-ment, and the instructor requests that the student be withdrawn. The student will not be dropped if he/she previously indicates to the registrar that the place be held and the reason given represents a valid necessity.

■**Registration.** Students must register at the scheduled time for all courses for which they seek credit. They must assume responsibility for being properly enrolled in each course. Details of the registration process are sent to students in a timely fashion by the registrar's office. (New students select courses during the summer registration period.) Courses are selected in consultation with the student's faculty advisor. All changes in registration require the written permission of the course instructors involved and the student's advisor. A fee is charged for each course change made after the first week of classes. No student may add a course after the first week of classes. A course cannot be dropped after the ninth week without the permission of the Dean of the College.

■**The Grading System.** The grading system at Monmouth uses these symbols: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F. Other symbols used in appropriate circumstances are W (Withdrawn Passing), WF (Withdrawn Failing), I (Incomplete), IP (In Progress), CR (Credit), NC (No Credit), AU (Audited course), and NAU (Audited course not fulfilled).

•THE W (WITHDRAWN PASSING) is used when a student withdraws from a course before the end of the ninth week. To withdraw from a course after the first week, a student must have the consent of the instructor of the course and the advisor. A student cannot withdraw from a course after the ninth week of classes except for illness or other circumstances beyond his or her control. The approval of the Dean of the College is necessary. If the student is permitted to withdraw after the ninth week, the instructor reports W (Withdrawn Passing) or WF (Withdrawn Failing).

•THE I (INCOMPLETE) may be given when a situation arises that is beyond the

student's control and which precludes completion of required work or if the instructor needs further time for evaluation.

For an incomplete grade received during the fall semester or summer session, the student will ordinarily complete the work by the end of the second week of the following semester. For an incomplete grade received during the spring semester, the student will ordinarily have a period of three weeks, commencing immediately after the last College examination day, to complete the required work.

If the work is not completed at the end of the designated time, the registrar will consult with the instructor as to the disposition of the grade (normally conversion to an "F" grade).

It is generally the responsibility of the student to take the initiative in requesting the incomplete grade and making arrangements with the instructor for its removal.

•THE IP (IN PROGRESS) is appropriate for those courses in which the work may not normally be completed in one semester (seminar, individualized study, research, etc.). However, it is expected that the work will be completed in the subse-quent semester.

If, at the end of the semester subsequent to the one in which the work began, the course requirements are not completed, the registrar will consult with the instructor as to the disposition of the grade (normally conversion to an "F" grade).

•CR (CREDIT) and NC (NO CREDIT) are the marks recorded for courses in which traditional grades (A, B, and so forth) are not awarded. Such courses are noted in the catalog.

■**Grade-Point Average.** For the purpose of computing a student's average, A = 4, A- = 3.667, B+ = 3.333, B = 3, B- = 2.667, C+ = 2.333, C = 2, C- = 1.667, D+ = 1.333, D = 1, D- = 0.667, and F = 0. The average is determined by dividing the number of points earned during the semester by the number of graded credits carried. The cumulative grade-point average is the total of all grade points earned divided by the total number of graded credits taken. Courses transferred from other institutions are not included in the grade-point average. Only courses for which final letter grades have been recorded are included in the grade-point average.

Courses taken after graduation are not included in the cumulative grade point average.

■**Repeating a Course.** Repeating a course eliminates the grade and credit previously earned and substitutes for it the current grade and credit earned in the calculation of the grade-point average. Both the earlier and the later grades continue to be shown on the transcript. Students who wish to repeat a course they have previously taken must file the appropriate form with the registrar's office and the financial aid office.

■**Appeals and Petitions.** A student has the right of appeal on any academic regulation. A student wishing to appeal a grade should first consult the instructor awarding the grade, then the chair of the department. Further appeal can be made by petitioning the Dean of the College, who may act or send the petition to the Admissions and Academic Affairs Committee of the faculty for its consideration and advice. A separate grievance procedure applies on matters related to teacher education and certification issues and the procedure in such situations is governed by the statement of Teacher Education Program Procedures.

■**Academic Honors.**

•COLLEGE HONORS AT GRADUATION. College Honors celebrate overall academic achievement. Students with a cumulative grade-point average of 3.50 or higher are graduated *cum laude*, with 3.75 or higher *magna cum laude*, and with 3.90 or higher *summa cum laude*.

•HONOR SCHOLARS. Students who successfully complete the Honors Program

will be recognized at Commencement; this status will also be noted on transcripts.

•DEPARTMENTAL HONORS. Departmental Honors at graduation are based on superior performance in the culminating experience of the major department, provided that the student has a grade-point average of 3.50 or higher in courses taken toward the major in that department. The department may establish additional requirements.

•ELIGIBILITY FOR DEAN'S LIST. At the end of each semester, students earning at least 12 semester hours of letter-grade credits and achieving a grade-point average of 3.67 or higher are named to the Dean's List.

•ELIGIBILITY FOR HONOR ROLL. At the end of each semester, students earning at least 12 semester hours of letter-grade credits and achieving a grade-point average of 3.50 or higher are named to the Honor Roll.

■Academic Status.

•CLASSIFICATION. A full-time student is any student officially enrolled for 12 or more credits per semester. Part-time students are classified as follows: A half-time student is any student enrolled for fewer than 12 but not fewer than six credits per semester. A student who is less than half-time is one officially enrolled for fewer than six credits per semester. Official enrollment is defined as the credits for which a student is registered at the end of the period for adding a course.

All students are classified at the beginning of each semester on the number of credits earned: freshman, fewer than 28 credits; sophomore, 28 but fewer than 59 credits; junior, 59 but fewer than 90 credits; and senior, 90 or more credits.

•PROBATION, AND DISMISSAL. The typical full-time student earns 14-18 credits each semester; by earning 31 credits each year, a student may normally graduate in four years. Degree-seeking students must achieve minimal progress toward the degree in order to remain in good academic standing and be eligible for financial aid. The following criteria is not the norm and represents the *minimal or lowest acceptable* level of academic achievement.

Semesters	Year in Residence	Credits Earned	Cumulative G.P.A.
1	First	12	1.60
2	First	24	1.80
3	Second	36	1.90
4	Second	48	2.00
5	Third	60	2.00
6	Third	72	2.00
7	Fourth	85	2.00
8	Fourth	98	2.00
9	Fifth	111	2.00
10	Fifth	124	2.00

Non-degree-seeking students need not complete course work as shown but must maintain the cumulative grade-point average of 1.60 prior to completion of their first 24 credits, 1.80 after 24 credits but prior to completion of their first 48 credits, and 2.00 thereafter. Transfer students will be treated as if they had completed the number of semesters at Monmouth as indicated above equivalent to the number of credits accepted for transfer. For example, transfer students admitted with 28 credits will be treated as if they were 3rd semester Monmouth College students (since they have more than 24 credits, but less than 36 credits).

A student who does not meet the standards set forth above but who achieves at least a .8 cumulative GPA will be placed on academic probation. Those who fall below .8 cumulative GPA will be dismissed.

Academic probation is a serious warning status. Monmouth College believes it is necessary to alert students with a pattern of low grades or slow accumulation of credits that their performance, if continued, will not qualify them for graduation. Students also need to be aware that slower than minimally acceptable progress toward their degree may jeopardize continuing financial assistance. A student placed on academic probation will be required to consult with a

faculty adviser and to write a plan detailing steps toward recovery of good academic status. In addition, students on probation may be restricted by the Admissions and Academic Status Committee from participation in extra-curricular activities for the term of the academic probation.

A student may be placed on probation for a maximum of two consecutive semesters. In the first semester of academic probation the student must attain a semester GPA of at least 2.0 and must achieve at least 12 semester hours of credit to demonstrate incremental progress toward academic good standing. Failure to meet these requirements will result in dismissal at the end of the first semester of academic probation. At the end of the second consecutive semester on academic probation a student must attain a cumulative GPA and number of credits earned in compliance with the minimum standards for academic good standing set forth on page 18 of the Catalog. Failure to meet these requirements will result in dismissal at the end of the second semester of academic probation.

A student has the right of appeal when notified of dismissal. A written appeal must be submitted to the Dean of the College within five days of receipt of notification. Appeals will be heard by the Admissions and Academic Status Committee which will make its recommendation to the Dean. The final decision will be rendered and the student notified of the decision prior to the beginning of the following semester.

The College may at any time dismiss a student when it is evident that the student is not serious in seeking an education at the College or when the student's academic performance or other behavior has become disruptive to the academic mission of the College.

The College seeks by these procedures to demonstrate its concern for the individual student as well as for a campus atmosphere conducive to serious academic effort. While wishing to help students recover from disappointing academic performances, the College will not encourage a student to stay who seems unlikely to benefit by remaining on campus.

Academic probation, and dismissal are noted on the academic transcript.

•READMISSION. Students dismissed for academic reasons may apply to the College for readmission after two full semesters. The decision to readmit a student is not automatic and is made by the Dean of the College.

When making reapplication the student begins by writing a letter to the Dean of Admission. The letter should indicate the student's activities since dismissal and the student's reasons for believing that readmission should be granted. Evidence that the student can perform acceptably in the academic program is important. The Admissions and Academic Status Committee of the faculty will recommend a course of action to the Dean of the College concerning students dismissed for academic reasons.

•ACADEMIC EXPULSION. Academic expulsion may be imposed if a student's performance following readmission after academic dismissal continues to fall below College standards. Such expulsion is a permanent separation of the student from the College and is noted on the transcript.

■**Transfer of Credits.** A course taken at another accredited institution is transferred provided that a grade of C- or higher was received and that the course is acceptable at Monmouth College. No more than 31 transfer credits will be allowed after matriculation and no student will be allowed to exceed 62 total transfer credits. Grades of transferred courses are not included in calculating grade-point averages. For students enrolled at Monmouth College, the written approval of the registrar and the advisor is required in advance if courses are to be taken at another institution for transfer credit. The transfer of credits is not complete until the registrar receives an official transcript from

the institution at which the work was taken. Work that is being transferred is not considered in determining a student's academic status until the transcript is received.

■**Associate Degree Transfers.** The registrar determines which transferred courses satisfy the degree requirements of Monmouth College. A community college graduate who has been admitted to Monmouth College with the Associate of Arts or Associate of Science degree *may be* admitted with junior standing (that is, with a maximum of 62 semester hours of transfer credit).

■**Disciplinary Dismissal and Expulsion.** A student suspended for disciplinary reasons will be given a grade of WF in cases where the work of the course has not been completed prior to dismissal. Dismissal for disciplinary reasons shall be for not less than the remainder of the academic semester in which the action was taken and not more than one academic year. Students may apply for readmission upon the completion of the semester of dismissal.

A student who is expelled for disciplinary reasons will be given a grade of WF in cases where the work of the course has not been completed prior to expulsion. Students expelled for disciplinary reasons may not enroll at the College again.

Disciplinary dismissal and expulsion shall be recorded on the academic record. When dismissed or expelled from the College, a student may not be eligible for a refund.

■**Academic Dishonesty.** Academic dishonesty may result not only in failure in the course, but in dismissal or expulsion from the College. Incidents of academic dishonesty will be reported to the Dean of the College.

■**Auditing a Course.** To encourage students to broaden their educational experience as much as possible, Monmouth College offers students the opportunity to audit courses. Auditing means attending lecture sessions but not writing papers, participating in laboratory work, or taking exams. While the student receives no academic credit, if attendance has been satisfactory, AU will be recorded on the student's permanent transcript.

Full-time students may audit courses without charge, if there is space available at the conclusion of the enrollment period. Part-time students will be charged an audit fee.

Students may change the audit credit to academic credit during the first week of classes; academic credit may be changed to audit credit prior to the last six weeks of the semester. Students may later repeat an audited course for academic credit.

■**Course Syllabi.** Each instructor provides a syllabus (or assignment sheet) for each course so that students may better understand the course goals and their responsibilities in reaching these goals. This syllabus is given to the students at the first meeting of the class. This syllabus should include:

1. topics proposed to be covered in the course,
2. the approximate time when specific materials are proposed to be covered, examinations taken, and papers or projects completed,
3. the basis on which grades are determined and other relevant information regarding the course,
4. the means by which any major change in the syllabus would be announced.

■**Final Examinations.** The final examination period is considered to be a regular part of the academic semester. It is expected that instructors will administer final examinations in all regularly scheduled courses with the exception of independent studies. Each final examination must be given during its assigned examination period. In those infrequent cases of courses where traditional examination

procedures do not appear applicable or practical, the instructor is expected to use the scheduled examination period as a scheduled class period for the semester.

■**Convocations.** The academic program of the College is supported by a weekly convocation program. Six to 10 times a semester, at 11 a.m. on Tuesday, all other academic activities, including classes, are suspended and faculty, students, and other members of the College community gather in the Auditorium to hear an address by a guest speaker. The first convocation in the fall semester is a Matriculation Ceremony initiating freshmen into the College. Every April there is an Honors Convocation to recognize students for outstanding academic achievements.

COURSES OF INSTRUCTION

ART

Harlow B. Blum, Professor, Chair
Stacy Ashton, Instructor
Cheryl L. Meeker, Assistant Professor
George L. Waltershausen, Professor

■**Art Major.** The major in art requires at least 36 semester hours in the department, including Art 121; 123 or 125 or 126; 142 or 144; 200; 201; 240; nine semester hours from Art 211, 236, 241, 242, 244 (240, 241, 242, and 244 may be repeated for credit once and only one of these courses may be repeated); 302; six semester hours from Art 304, 306, 320, 361, or 420; and 450.

■**Art Minor.** A minor in art requires at least 21 semester hours in the department, including Art 121; four semester hours from Art 123, 125 or 126, 142, or 144; 200; 201; six semester hours from Art 211, 236, 240, 241, 242, 243, or 244; and 361.

■**Teacher Certification.** Students interested in certification to teach art at the secondary level are required to take Art 341. The department counsels such students to include Art 125 or 126 and 211 in their major. Additional requirements for teacher certification in elementary and secondary art are detailed in the section on the education department.

121G. Drawing I. A study of composition (the organization of space and shapes) and materials (pencil, charcoal, and ink). Landscape, still life, and the human figure are emphasized as subjects. (Two credits.)

123G. Sculpture I. A study of three dimensional form in clay, plaster, cast or welded metal, and wood. Problems in space, mass, and surface are emphasized in addition to various techniques. Written assignments concerning problems in sculpture are given. (Two credits.)

125G. Ceramics I—Handbuilt Clay. An introduction to forming and firing handbuilt clay forms. Emphasizes the development of sensitivity to materials and processes covering fundamental forms and the acquisition of technical skills. Students complete projects covering fundamental forms and methods of building and glazing and gain a basic theoretical knowledge of clays, glazes, kilns, and firing. (Two credits.)

126G. Ceramics I—Wheel Thrown Clay. An introduction to forming and firing of wheel thrown clay forms. Emphasizes the development of sensitivity to materials and processes and the acquisition of technical skills. Students complete projects covering fundamental forms and methods in throwing and glazing and gain a basic theoretical knowledge of clays, glazes, kilns, and firing. (Two credits.)

142G. Painting I. An introduction to the terms, media, and techniques of painting with special attention to color and composition. The variety of expression and style is explored. (Two credits.)

144. Printmaking I. A study of the basic processes of relief printmaking and etching that emphasizes the techniques and intrinsic properties of the print media as an art

form. Prerequisite: Art 121 or consent of the instructor. (Two credits.)

200G. Introduction to the History of Art: Prehistoric Through Medieval. A chronological study of major works of art from prehistory through the Gothic period. Certain monuments are considered in their cultural context to gain a more complete understanding of works of art and the particular times and places in which they were produced. Includes lecture-discussion sessions, readings from the text and from works on reserve in the library, and a short research paper. (Three credits.)

201G. Introduction to the History of Art: Renaissance through Modern. A chronological study of significant works of art from the Renaissance through the 20th century. Certain monuments are examined in their context to gain a more complete understanding of how art reflects the particular time and place in which it is produced. (Three credits.)

211G. Design. Fundamental elements and principles of two- and three-dimensional design are covered in projects that emphasize visual communication. (Offered alternate years; 1996-1997, 1998-1999.) (Three credits.)

236G. Photography. A study of the basic operation of the camera, film processing, and printing. Includes lectures and readings on the history of photography. Several kinds of photographic images are produced, including double printing and serial imagery or cliche verre. (Three credits.)

240, 241, 242, and 244 may be repeated for credit once but only one of these courses may be repeated.

240. Drawing II. A continuation of Art 120 with increased emphasis on the skills and problems of the individual student. (Offered alternate years; 1995-1996, 1997-1998.) (Three credits.)

241. Painting II. A continuation of Art 141 with increased emphasis on the skills and ideas of the individual student. (Three credits.)

242. Sculpture II. A continuation of Art 122 with more attention to the individual student's special needs and interests. (Three credits.)

243. Printmaking II. A continuation of Art 143, including additional printmaking processes such as photoetching, color viscosity printing, and other color processes. Includes increased emphasis on the skills and ideas of individual students. (Three credits.)

244. Ceramics II. A continuation of Art 125 and 126 in which the student attempts more complex forms. A concerted effort is made to focus on the student's personal response to clay, glaze, and firing by mixing clay, preparing glazes, and loading and operating kilns. (Three credits.)

250. Special Topics. (Three credits.)

302. Contemporary Art. An examination of developments, major movements, and directions in art from 1900 to the present. The course emphasizes an analysis of American art beginning with the abstract expressionists and concluding with recent trends. (Offered alternate years; 1996-1997, 1998-1999.)(Three credits.)

304G. Asian Art and Culture. The course will provide a general introduction to the most significant art forms in Asian art and will shape the general student's awareness of the cultural heritage of the Far East. (Three credits.)

306G. Women, Art, and Feminism. The course will provide a general introduction to the special position of women in art by illustrating women's artistic production, and

by critically examining the view of women in visual arts and film. Certain eras are examined in their cultural context to gain a complete understanding of how women's art production reflects the particular time and place in which it is produced. Satisfies: Beauty and Meaning in Works of Art component, Art Department or Women Studies Minor elective. (Offered alternate years; 1995-1996, 1997-1998.) (Three credits.)

320. Junior Independent Study. An individual program of research or a creative project arranged in consultation with the faculty and designed to meet the needs of the student. (Three credits.)

334. Teaching of Art in the Elementary School. A study of the objectives, content, and methods of teaching elementary-school art. Prerequisite: Education 201 or consent of instructor. (Also Education 334.) (Three credits.)

341. Secondary Art Education Methods. A study of the role of art in the schools, trends in art education, instructional strategies, and the evaluation of student work. Opportuni-ties to observe high school art programs are provided. Corequisite or prerequisite: Education 340. (Three credits.)

361. Open Studio. An upper level studio course to provide a concentration on one medium beyond the 200 level or to explore the interrelationships of several media. May be repeated for credit. (Three credits.)

420. Senior Independent Study. An individual program of research designed in consultation with the faculty in an area of special interest to the student. (Three credits.)

450. Art Seminar. Art criticism, discussion of specialized topics, and individual creative projects. The senior art exhibition is a part of both the seminar and the art major and is the culminating experience of the art student's work. Required of senior art majors or by special permission of the faculty. (Three credits.)

BIOLOGY

David C. Allison, Professor, Chair
Michael J. Boehm, Assistant Professor
Kenneth Cramer, Associate Professor

The curriculum in biology offers an opportunity for students to understand the structures and processes that characterize life and to appreciate the tremendous diversity of living organisms. Course work is balanced among three scales of biological resolution: cellular, organismic, and ecological. An important component of the major is independent research which enables the student to become familiar with the process of science by investigating a specific biological problem in the laboratory or field.

Most courses are extensive rather than intensive in content, thus providing the student with considerable breadth in the biological sciences as a whole. Such training may lead to more specifically focused work in a graduate or professional program, to employment in government or industry, or to teaching at the secondary or college level. Biologists who are graduates of liberal arts colleges often offer employers a broader, more flexible outlook in approaching problems.

The department of biology occupies the fourth floor of the Haldeman-Thiessen Science Center. In addition to the comfortable classrooms and well-equipped laboratories that this building provides, the department has access to the facilities, habitats, and programs described below.

■**Ecological Field Station.** In 1969, the department of biology established the Monmouth College Ecological Field Station on the backwaters of the Mississippi River near Keithsburg, Illinois. Just 30 minutes from campus, this classroom-laboratory in the field lends particular strength to the department's instruction in field-oriented courses. It is used as well for student and faculty research. The station is equipped for year-round use and offers ready access to a variety of upland and riparian woodlands and to the river itself.

■**Prairie Plot.** Members of the biology faculty are trustees of Spring Grove Cemetery, giving Monmouth students access to one of the finest virgin prairie plots in Illinois. The plants present in the plot remain from presettlement times. The plot therefore offers unique opportunities for research on prairie plants and soils and on the microfauna that find habitat among them.

■**Hamilton Pond.** This healthy, freshwater environment was deeded to Monmouth College for use by the department of biology as a teaching resource. Just one block from campus, Hamilton Pond is a rich source of invertebrate animals and aquatic plants for use in laboratories. The pond also offers opportunities for research in aquatic biology.

■**ACM Wilderness Field Station.** The Associated Colleges of the Midwest maintains a field station on the edge of the Boundary Waters Canoe Area wilderness in northern Minnesota. Each summer, the ACM administers two academic sessions at the station in which students can take course work for credit on their home campuses. Most courses are ecological in nature and emphasize familiarization with naturally occurring organisms and habitats by immersion in a wilderness setting. An extended canoe trip from the field station into Quetico Provincial Park of Canada constitutes a part of most courses.

■**Biology Major.** The major in biology consists of Biology 111; 112; 200; 253; 306; 307 (or appropriate course at the ACM Wilderness Field Station); 350 (to be taken for two credits); 420; 421 (or appropriate summer research experience); Chemistry 130, 140, and 220; and two courses chosen from Mathematics 151, and Physics 130 or

approved subsitute.

■**Biology Minor.** A minor in biology consists of Biology 111, 112, 200, 253, 306, and 307 (or appropriate course at the ACM Wilderness Field Station).

101G. Life on Earth. A broad survey of organisms and life processes and the forces that shaped and continue to shape our ecosystem. (Four credits.)

111G. General Zoology. A study of the animal kingdom that surveys major groups and investigates the structure, function, evolution, and ecology of representative forms. (Four credits.)

112G. General Botany. Introduction to the traditional plant kingdom emphasizing the algae, fungi, bryophyta, ferns, conifers, and flowering plants. The taxonomy, life cycles, growth habits, gross structures, and limited functions are studied. (Four credits.)

200. Cell Biology. Introductory study of the structure and function of living cells and their components. Prerequisites: Biology 111 or 112 and Chemistry 130. (Four credits.)

201G. Field Botany. A study of plant associations and the abiotic conditions that permit their development. The laboratory is concentrated at the Ecological Field Station with visits to other types of plant habitats. (Four credits.)

203. Comparative Vertebrate Morphology. A comparative and functional study of vertebrate anatomy from an evolutionary perspective. Taught in alternate years. Prerequisite: Biology 111. (Four credits.)

204. Human Anatomy and Physiology. A systematic analysis of the structure and function of the human body. Taught in alternate years. Prerequisite: Biology 111 or consent of the instructor. (Four credits.)

250. Special Topics. (One to four credits.)

253. Molecular Biology. A course designed to explore the biology and molecular regulation of gene expression. Emphasis is placed on how gene expression is controlled, how genes are transferred between microorganisms, and how these prosses can be manipulated in the laboratory. Laboratory sessions provide the opportunity to apply current *in vitro* recombinant DNA technology. Prerequisite: Biology 200. (Four credits.)

300. Special Problems. A special course in a laboratory exercise, a field problem, or readings for the student who wishes to investigate a topic in biology beyond those normally offered. The particular problem is selected in consultation with the biology faculty. (One to three credits.)

302. Microbiology. A general study of *microorganisms (bacteria and fungi).* emphasizing morphology, physiology, ecological relationships, and the nature of disease and its control. Consideration is also given to viruses. Laboratory sessions provide for experimental demonstration of basic concepts and for familiarization with fundamental *microbiological* methods. Prerequisite: Biology 200. (Four credits.)

303. Cell Physiology. A detailed analysis of protoplasmic processes in animal, plant, and microbial cells. Taught in alternate years. Prerequisites: Biology 200 and Chemistry 140. (Four credits.)

306. Genetics. An introduction to the principles of heredity in animals and plants, including the contemporary understanding of genes and gene mechanisms. Laboratory exercises use both plants and animals to elucidate genetic principles. Prerequisites: Junior standing, Biology 111 or 112 or 200 or consent of the instructor. (Four credits.)

307. Ecology. An introduction to the

principles and concepts that describe the interactions of living organisms with their environments. Laboratory sessions involve field study of local flora and fauna and their habitats with the aim of illustrating fundamental concepts and basic ecological methodology. Prerequisites: Biology 111 and 112. (Four credits.)

308. Vertebrate Embryology. A descriptive study of development and differentiation in vertebrates. Laboratory sessions are balanced between detailed microscopic examination of vertebrate embryos and experimental study of growth processes. Taught in alternate years. Prerequisite: Biology 111. (Four credits.)

350. Science Seminar. An introduction to the literature of the physical and biological sciences, providing the student with the opportunity to prepare and present reports. Speakers from outside the College are invited to speak each semester. May be repeated for credit. CR/NC. (One credit.)

420. Introduction to Research. An introduction to the elements of scientific research, including literature review, experimental design, data analysis, proposal preparation, and scientific writing. Students select, plan, and begin to execute a research project in consultation with biology faculty. Prerequisite: Senior standing or consent of the instructor. (Three credits.)

421. Research I. An individual research project chosen by the student in consultation with the biology faculty. Includes designing and executing the research and reporting the results orally and in a formal scientific paper. Prerequisite: Senior standing or consent of biology faculty. (Three credits.)

422. Research II. A continuation of Biology 421. (Three credits.)

CHEMISTRY

George C. Nieman, Professor, Chair
Peter A. Gebauer, Professor
Richard L. Kieft, Professor

■**Chemistry Major.** A major in chemistry consists of Chemistry 130, 140, 220, 230, 310, 315, 320, 325, 330, 340, 350 (taken four times for a total of four credits), and 420 or 430. In addition, two semesters each of calculus and physics are required. German is the preferred foreign language for chemistry majors.

The culminating experience for chemistry majors consists of an independent study project (Chemistry 420 or 430) and four semesters of seminar (Chemistry 350).

■**Chemistry Minor.** A minor in chemistry consists of six courses: Chemistry 130, 140, 220, 230, 310, and 315.

■**Secondary Teaching.** A chemistry major can prepare to teach chemistry at the secondary level by completing the teacher certification program outlined by the education department.

100G. Chemistry: A Cultural Approach. An introduction to various topics related to chemistry, emphasizing issues which particularly affect the general public. (Four credits.)

130G. Organic Chemistry I. A survey of organic chemistry including the structure and reactions of some biologically important molecules. Also includes a qualitative introduction to chemical equilibrium. (Four credits.)

140. General Chemistry I. A general study of the properties, structure, and bonding of elements and compounds. Chemical calculations and an introduction to chemical thermodynamics are also included. Prerequisite: Chemistry 130. (Four credits.)

220. Introductory Analytical Chemistry. An introduction to data analysis, quantitative principles of chemical equilibrium, and quantitative analysis. Prerequisite: Chemistry 140. (Four credits.)

230. Organic Chemistry II. A study of the structure and reactivity of organic molecules, including kinetics and reaction mechanisms. Prerequisite: Chemistry 220. (Four credits.)

250. Special Topics. (One to four credits.)

310. Physical Chemistry I. Emphasizes classical chemical thermodynamics. Prerequisites: Chemistry 230, Mathematics 152, and Physics 130. (Three credits.)

315. Physical Chemistry Laboratory and Report Writing. Laboratory associated with Chemistry 310 and normally taken concurrently. Lectures deal with scientific report writing and use of the literature of chemistry. Corequisite: Chemistry 310. (Two credits.)

320. Physical Chemistry II. Emphasizes statistical thermodynamics, kinetics, and the theory of chemical reactions. Prerequisite: Chemistry 310. (Three credits.)

325. Integrated Laboratory. Laboratory projects employing techniques from all areas of chemistry, but emphasizing synthesis and instrumental techniques. Prerequisite: Chemistry 315. Corequisite: Chemistry 340. (Two credits.)

330. Biochemistry. A study of the chemistry common to most living organisms. Metabolic pathways, regulation and control mechanisms, and molecular biology are stressed. Corequisite: Chemistry 310. Prerequisite: Chemistry 230. (Four credits.)

335. Biochemistry Laboratory. A study of separation and purification of enzymes and measurement of their kinetics. Corequisite: Chemistry 330. (One credit.)

340. Advanced Analytical Chemistry. A study of the principles and practice of modern instrumental methods of analysis and of chemical instrumentation. Spectroscopic, electrical, and magnetic procedures are emphasized. Corequisite: Chemistry 325. Prerequisite: Chemistry 310. (Three credits.)

350. Science Seminar. An introduction to the literature of the physical and biological sciences providing the student with the opportunity to prepare and present oral reports. Required of juniors and seniors majoring in chemistry. May be repeated for credit. CR/NC. (One credit.)

360. Advanced Physical Chemistry. Emphasizes the applications of quantum mechanics to problems of structure, bonding, and spectroscopy. Corequisite: Chemistry 310. (Three credits.)

370. Advanced Inorganic Chemistry. A study of the structure, bonding, stability, and reactivity of coordination complexes, including organometallic compounds. The chemistry of other selected inorganic systems is also discussed. Corequisite: Chemistry 310. (Three credits.)

380. Advanced Organic Chemistry. An advanced and, where possible, quantitative study of the relationship between the structure of organic species and their stability and reactivity. Corequisite: Chemistry 310. (Three credits.)

420. Independent Study. A laboratory, library, or fieldwork topic of special interest to the student pursued under the supervision of a faculty member. The project may be performed off campus. (One to three credits.)

430. Research. An original laboratory project chosen in consultation with the

chemistry faculty. Research may be performed off campus. Prerequisite: Chemistry 310. (One to three credits.)

CLASSICS

Thomas J. Sienkewicz, Professor, Chair
William L. Urban, Professor

■**Classics Major.** A major in Classics consists of a minimum of 30 semester hours, including Classics 211; 212; and 230. Language proficiency at the 102 level in Latin or Greek is also required.

■**Greek Major.** A major in Greek consists of a minimum of 30 semester hours, including 18 credits in Greek above the 100 level and Classics 211 and 230.

■**Latin Major.** A major in Latin consists of a minimum of 30 semester hours, including 21 credits in Latin above the 100 level and Classics 212 and 230.

■**Classics Minor.** A minor in Classics consists of 15 semester hours in Classics.

■**Greek Minor.** A minor in Greek consists of 15 semester hours, including nine credit hours above the 100 level.

■**Latin Minor.** A minor in Latin consists of 15 semester hours, including nine credit hours above the 100 level.

The Classics and education departments cooperate in offering a program, approved by the Illinois State Teacher Certification Board, that leads to certification of teachers of Latin. For certification, the state board requires a minimum of 32 credits in the primary teaching field or 20 credits in a second teaching field.

LANGUAGE COURSES

LATN 101G. Elementary Latin I. An introduction to Latin grammar and syntax with simple readings and translation. (Three credits.)

LATN 102G. Elementary Latin II. A continuation of Latin 101. Prerequisites: Latin 101 or permission of the instructor. (Three credits.)

LATN 201. Directed Readings. Reading, translation, and discussion of selected texts to be determined on the basis of student needs. May be repeated for credit with different topics. Prerequisite: Latin 102 or permission of the instructor. (One to four credits.)

LATN 401. Individualized Study. Independent study in the Latin language or in individual Latin authors not included in regular courses or studied in greater depth than a regular course permits. May be repeated for credit with different topics. (One to four credits.)

LATN 420. Prose Composition. Prose composition in Latin. For advanced students only. (Three credits.)

LATN 435. Methods of Teaching Latin. A study of instructional methods and materials used in teaching high school Latin and of technical problems associated with teaching Latin grammar and translation. Corequisite: Education 340. (Three credits.)

GREK 101G. Elementary Greek I. A study of Greek grammar and syntax. (Four credits.)

GREK 102G. Elementary Greek II. A continuation of Greek 101. Prerequisite: Greek 101 or permission of the instructor. (Four credits.)

GREK 201. Directed Readings. Reading, translation, and discussion of selected texts to be determined on the basis of student needs. May be repeated for credit with different topics. Prerequisite: Greek 101 or permission of the instructor. (One to four credits.)

GREK 212G. Biblical Greek. Selections from the Greek Septuagint and New Testament. Prerequisite: Greek 101 or its equivalent. (Three credits.)

GREK 401. Individualized Study. Independent study in the Greek language or in individual Greek authors not included in regular courses or studied in greater depth than a regular course permits. For advanced students only. May be repeated for credit with different topics. (One to four credits.)

CIVILIZATION COURSES

CLAS 211G. History of Greece. A study of classical Greece concentrating on ancient historians and their works. (Listed also as History 211.) (Three credits.)

CLAS 212G. History of Rome. An interpretation and evaluation of Roman civilization with special emphasis on the late Roman republic. (Listed also as History 212.) (Three credits.)

CLAS 224. Word Elements. An English vocabulary-building course that emphasizes the Greek and Latin roots of the English language, the meanings of prefixes and suffixes from Greek and Latin, and basic linguistic concepts. (Three credits.)

CLAS 401. Individualized Study. Independent study of classical topics not included in regular courses or studied in greater depth than a regular course permits. For advanced students only. May be repeated with different topics. (One to four credits.)

TRIAD COURSES

The center of the classics curriculum at Monmouth College is the triad course, taught simultaneously in translation and in the original languages, according to student

needs. This unique approach brings together students who can work in the original languages and those who cannot and provides benefits to each. In translation, students are exposed to textual analysis in the original languages, and language students have the advantage of broader discussions of the readings than a language course usually permits.

In all triad courses, collateral subjects, including art, archaeology, history, and literature, are studied in order to provide an overview of classical civilization through a focus on particular authors, periods, and genres. Classics majors who take a series of triad courses will have a solid foundation in the classical world in its broadest scope. In all triad courses, students study not just an ancient language and its literature but an ancient culture in its fullest context.

Triad courses are offered in units of three: Classics, Latin, and Greek. A student cannot enroll in more than one unit at the same time. Classics courses require no knowledge of either Latin or Greek. All triad courses devote at least some attention to the influence of the subject on later Western culture.

CLAS 210G. Ancient Literature. A study in translation of literary themes and ancient genres as works of art, this course considers ancient Greek and Roman expressions of the creative imagination in literature and the theater and their links with contemporary culture and the fine arts. Each time it is offered, this course covers different genres, including epic, tragedy, comedy, the novel, lyric poetry, and satire or different themes, such as the trickster, love and marriage, and the generation gap. May be repeated with different topics. (Three credits.)

LATN 210. Roman Literature. Readings in Latin in the topics and genres covered in Classics 210. Authors to be read may include Vergil, Seneca, Terence, Plautus, Petronius, Horace, Catullus, and Juvenal. May be repeated for credit with different topics. (Three credits.)

GREK 210. Greek Literature. Readings in Greek in the topics and genres covered in Classics 210. Authors to be read may include Homer, Aeschylus, Sophocles, Euripides, Aristophanes, the Greek novelists, Sappho, and Archilochus. May be repeated for credit with different topics. (Three credits.)

CLAS 230G. Classical Mythology. A survey of literary and artistic expressions of ancient Greek and Roman myths, their influence in the development of human culture, and their links with the mythologies of other peoples. This course considers a different topic every year, including "The Hero," "The God," and "Women in Mythology." May be repeated for credit with different topics. Satisfies the appreciation requirement in "Beauty and Meaning in Works of Art." (Three credits.)

LATN 230. Mythology. Readings in Latin about the myths discussed in Classics 230. (Three credits.)

GREK 230. Mythology. Readings in Greek about the myths discussed in Classics 230. (Three credits.)

CLAS 240G. Ancient Society: Topic. A close examination of a particular aspect of Graeco-Roman society with special attention to the ways in which the lives of ancient Greeks and Romans were different from those in the modern world. Each time it is offered, this course covers a different social topic, including the ancient family, athletics, education, political organization and theory, military life, utopias, etc. May be repeated for credit with different topics. (Listed also as History 240G.) (Three credits.)

LATN 240. Roman Society: Readings. Readings in Latin in the topics covered in Classics 240. (Three credits.)

GREK 240. Greek Society: Readings. Readings in Greek in the topics covered in Classics 240. (Three credits.)

CLAS 241. Ancient Society: Topic. May be repeated for credit with different topics.

CLAS 250. Special Topics. May be repeated for credit. (Three credits.)

LATN 250. Special Topics. May be repeated for credit. (Three credits.)

GREK 250. Special Topics. May be repeated for credit. (Three credits.)

EDUCATION

Frank W. Sorensen, Professor, Chair
George F. Arnold, Professor
Dorothy DiVall Douglas, Associate Professor
Linda Ellison, Lecturer
Dorothy Julian, Lecturer

Most students who enroll in education department courses pursue a teacher certification program leading to an Illinois Standard Elementary Certificate, the Illinois Standard High School Certificate, or the Illinois Standard Special Certificate. The requirements for each of these programs are detailed below. All programs are approved by the Illinois State Teacher Certification Board and were last reviewed in 1994.

Students completing a program approved by the State of Illinois qualify, in most instances, for certificates of other states. Advisors in the education department are prepared to discuss the requirements of other states and the steps necessary to apply for certification.

Candidates for an Illinois teaching certificate must also pass the appropriate state-administered competency tests in order to obtain a certificate.

■**Elementary Education.** Students seeking to qualify for the Illinois Standard Elementary Certificate, valid for teaching kindergarten through grade nine, must:

1. Complete the departmental major in elementary education which includes Education 200, 201, 203, 330, 332, 333, 334, 336, 450, 451, and 452.

2. Complete an approved area of academic concentration consisting of at least 18 semester hours (of which nine semester hours must be at the 300 or 400 level) in an appropriate discipline. These hours are in addition to state minimal general education requirements for certification.

3. Complete the College's general education program.

4. Complete History 313 or Philosophy 211, Mathematics 110, Mathematics 125, or other acceptable mathematics course and Physical Education 180 or 212 or 220 or 325 or two skills courses from Physical Education 110, 111, or 131.

In the process of completing the work outlined above, candidates should make sure that the following overall certification requirements are also met: three lab courses in the natural sciences, including at least one biological and one physical science; one speech course; one English language coures (e.g. literature, grammar, history, etymology, or creative writing); two writing courses; and three courses in the social sciences. The latter must include History 111 and Government 103.

■**Secondary Education.** The student who wishes to qualify for the Illinois Standard High School Certificate, valid for teaching grades six through 12, must:

1. Complete a departmental major from among State-approved programs listed below that includes at least 32 semester hours. The courses selected should relate to areas currently taught in the high school curriculum. The courses required for each specific teaching field are prescribed in the individual catalog description for each department noted below. Approved programs for the Illinois Standard High School Certificate are:

Art	Music (Vocal)
Biology	Physical Education
Chemistry	Physics
English	Psychology
Government	Sociology
History	Spanish
Latin	Speech
Mathematics	

2. Complete the Monmouth College general education program and the following additional general certification requirements, including History 111, Government 103, an English language course, a mathematics course, a third science course of at least one semester hour, and Physical Education 180 or 212 or 220 or 325 or two skills courses from Physical Education 110,111, or 131.

3. Complete the professional education sequence. The requirements for secondary-level teacher candidates include Education 200, 201, 203, 340, 450, 451, and 452; History 313 or Philosophy 211; and a special-methods course related to the student's major teaching field.

■**Special Certificate Programs.** The special teaching certificate is the credential obtained by those who wish to be certified at both the elementary and secondary levels (kinder-garten through grade 12) in a specialized field. Monmouth offers such programs in art, music, physical education, learning disabilities, and bilingual education. To qualify for these certificates the student must:

1. Complete a departmental major that includes at least 32 semester hours in the chosen field, including subjects related to current public-school programs. The learning disabilities major and bilingual education program are exceptions to this; the differences are described in the discussions of these programs below.

2. Complete the Monmouth College general education program and the following additional general certification requirements which must include History 111, Government 103, an English language course, a mathematics course, a third science course of at least one semester hour, and Physical Education 180 or 212 or 220 or 325 or two skills courses from Physical Education 110, 111, or 131.

3. Complete the professional education sequence. The professional education requirements for the special certificate include Education 200, 201, 203, 340, 450 (460 for learning disabilities majors), 451 and 452, and either History 313 or Philosophy 211. Special methods courses

related to both elementary and secondary teaching are also required. For art, these courses are Education 334 and Art 341; for music, Music 312 and 313 and for Physical Education, Physical Education 311 and 320. Physical Education majors may substitute Physical Education 320 for Education 340, but are strongly encouraged to take Education 340 if preparing to teach in a second field.

■ **Learning Disabilities.** Monmouth offers a major and teacher preparation program in learning disabilities. The major, which is topical in design, includes Education 203, 304, 306, 307, 308, and 460; Biology 204; Psychology 231; and three courses chosen from among Sociology 102 and 347 and Psychology 335 and 340, or an approved independent study.

The program outlined above is normally taken in conjunction with the elementary education program. The student who completes this work is eligible for certification in both elementary education (K-9) and learning disabilities (K-12).

■ **Bilingual Education (Spanish).** Monmouth offers, in conjunction with the Urban Education Program of the Associated Colleges of the Midwest, a program that leads to bilingual teacher certification. This certificate is required of teachers who work with Spanish-speaking students making the transition to the English-language curriculum of the public schools. The program includes both course work and field experiences on campus and in Chicago, including some summer work in Chicago.

The specific courses required of the teacher candidate vary depending upon the student's language proficiency, major teaching field, and the certificate sought. Essentially, the candidate must qualify for one of the standard teaching certificates described above, demonstrate oral and written competence in Spanish, and meet specific requirements regarding cognate language courses and teaching-methods courses. Since the program varies with the student's teaching interests and language facility, the candidate must consult an advisor in the education department as early as possible to plan his or her program.

200. The Teacher and the School. An introduction to professional education and teaching. Reading, discussion, and field experience as a teacher aide in a local school provide a basis for further decisions about teaching and preparation for certification. (Three credits.)

201. Educational Psychology. An investigation of the contributions of behavioristic, developmental, and humanistic psychology to education. Emphasizes learning theory, behavior management, group dynamics, and interpersonal relationships in education. A field experience is required. Prerequisite: Education 200 or consent of the instructor. (Three credits.)

203. Characteristics of Exceptional Children. A survey of the characteristics and special educational needs of handicapped and gifted children. Significant individual differences are introduced and discussed as they apply to each area examined. The problems of identifying, educating, and treating exceptional children are considered. Prerequisite: Education 201 or consent of the instructor. (Three credits.)

250. Special Topics. (One to three credits.)

304. Measurement and Evaluation of Exceptional Children. An introduction to educational measurement and an investigation of the diagnostic instruments used to identify and analyze the psychological and learning problems of exceptional children. Methods of evaluating general intelligence, develop-mental skills (visual, auditory, perceptual-motor, and academic achievement), and social-emotional adjustment are studied. A series of case studies and field experience are required of each student.

Prerequisite: Education 203 or consent of the instructor. (Three credits.)

305. Individual or Group Study. Individual or small-group study of special topics in education under the guidance of an instructor. Prerequisite: Approval of the department chair. (One to three credits.)

306. Needs and Problems of Children with Learning Disabilities. The field of specific learning disabilities and the characteristics of learning-disabled children are studied. A multidisciplinary team approach to diagnosing learning-disabled children and planning programs for them is emphasized. Prerequisite: Education 203 or consent of the instructor. (Three credits.)

307. Curriculum for Children with Learning Disabilities. A study of major learning theories and research findings as they apply to curriculum planning for the student with learning disabilities. The strategies of various educators and clinicians are reviewed, and special-education delivery systems for the learning disabled are examined. A related field experience is also required. Prerequisite: Education 306 or consent of the instructor. (Three credits.)

308. Methods and Materials for Teaching Children with Learning Disabilities. A study of specific diagnostic techniques that are used to analyze the learning disabilities of children. Prescriptive instructional approaches that meet the needs of learning-disabled students are examined. Prerequisite: Education 306 or consent of the instructor. (Three credits.)

330. Elementary School Curriculum and Methods. An extensive investigation of the elementary curriculum, methods of instruction, and resources and procedures for evaluation. The development of a foundation for a successful student-teaching experience is a primary objective. Teacher-observation assignments, including experiences in various areas of the curriculum, are required. Prerequisite: Education 201 or consent of the instructor. (Three credits.)

332. Teaching of Reading and Other Language Arts. A study of the theories, practices, and techniques of teaching reading and other language arts. A teacher-aide assignment in reading is arranged. Prerequisite: Education 201 or consent of the instructor. (Three credits.)

333. Remedial Reading. A study of the educational factors that cause reading problems for children. Students work in local schools as tutors and use reading tests, reading inventories, and various reading techniques to teach the disabled reader. Prerequisites: Education 201 and 332. (Three credits.)

334. Teaching of Art in the Elementary School. A study of the objectives, content, and methods of teaching elementary-school art. Prerequisite: Education 201 or consent of the instructor. (Also Art 334.) (Three Credits.)

336. Teaching of Literature in the Elementary School. A study of the objectives, content, and methods of teaching literature in the elementary school. Laboratory experience in storytelling is required. Prerequisite: Education 201 or consent of the instructor. (Three credits.)

340. Secondary School Curriculum and Methods. An investigation of the curriculum of secondary schools, program planning, methods of instruction, and resources and procedures for evaluation. Teacher-aide and micro-teaching experiences are arranged. Developing a foundation for a successful student-teaching experience is a primary objective. Prerequisite: Education 201 or consent of the instructor. (Majors in physical education should substitute Physical Education 320 for Education 340, but are

encouraged to take the latter if they are preparing to teach in a second field.) (Three credits.)

341. Secondary Methods and Curriculum in Social Studies. A study of the concerns of social-studies educators, including the role of values in the classroom. Students explore special strate-gies and curriculum materials germane to teaching social studies in secondary schools. Teacher-aide and teaching experiences are arranged. Prerequisite: Education 340 or consent of the instructor. (Three credits.)

342. Secondary School Science Curriculum and Methods. A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school science programs. Applying theory and research from science education to the planning and implementing of instruction is stressed. Opportunities to observe science programs are provided. Independent projects related to the student's major are required. Prerequisite: Education 340 or consent of the instructor. (Three credits.)

350. Special Seminar. Selected occasional seminars or workshops directed toward specialized topics of interest. CR/NC. (One to three credits.)

400. Independent Study. An independent investigation of a special problem relevant to teaching and teacher preparation. Prerequisite: Approval of the department chair. (One to three credits.)

405. Urban Education Seminar. A study of the objectives, organization, programs, and problems of schools in large urban centers. Offered as part of the Urban Education Program of the Associated Colleges of the Midwest. (One to three credits.)

450. Student Teaching. Supervised teaching in grades or subjects appropriate to the certificate sought. Each student works in a school under the supervision of one or more cooperating teachers, a supervisor from the education department, and in the case of high school and special-certificate candidates, a supervisor from the candidate's major field. Periodic conferences are arranged to assess the development of the student-teaching experience. Students may elect to complete student teaching through the Chicago-based Urban Education program of the Associated Colleges of the Midwest. Prerequisite: Approval by the Curriculum Committee. (Eight to 12 credits.)

451. Student Teaching Workshop and Seminar. This course is taken in conjunction with student teaching by all teacher candidates. The course includes a series of weekly seminars during student teaching. CR/NC. (Two credits.)

452. Analysis of Student Teaching. This course is taken concurrent with student teaching. The experience requires student teachers to develop an ongoing systematic personal evaluation during their student teaching experience. Daily observations will be recorded, and a final formal summary and conclusions report prepared, at the conclusion of the student teaching assignment. (One credit.)

460. Learning Disabilities Student Teaching. A clinical experience providing an in-depth study and classroom instruction of children with learning disabilities. Includes opportunities for diagnosis, educational planning, implementing remedial procedures, and parent counseling. Periodic conferences are arranged to assess the development of the student-teaching experience. Prerequisites: Education 308 and approval by the Curriculum Committee. (Eight to 12 credits.)

SPECIAL METHODS AND RELATED COURSES OFFERED BY OTHER DEPARTMENTS

Art 341. Secondary Art Education Methods.
Computer Science 324. Computer Methods for Secondary Teaching.
English 430. Methods of Teaching English.
History 313. History of American Education.
Latin 435. Methods of Teaching Latin.
Mathematics 110. Mathematics for Elementary Teachers.
Mathematics 324. Mathematics Methods for Secondary Teachers.
Modern Foreign Languages 460. Methods of Teaching Modern Foreign Languages.
Music 312. Teaching Music in the Elementary School.
Music 313. Music Education I.
Philosophy 211. Philosophy of Education.
Physical Education 311. Elementary-School Physical Education.
Physical Education 320. Curriculum and Methods of High School Physical Education.
Speech Communication and Theater Arts 430. Methods of Teaching Speech Communication and Theater Arts.

ENGLISH

Craig Watson, Professor, Chair
Mary Barnes Bruce, Associate Professor
Mark Dodd, Visiting Assistant Professor
Colleen Hazen, Lecturer
Brigit J. Sparling, Faculty Associate
Gary D. Willhardt, Professor

■**English Major.** The English major requires at least 10 courses: English 220; 221; 224; 225; 361 or 362; 400; plus four additional courses which might substantially follow one of these three tracks or reflect a combination of them:

Literature: English 240; 260; 343; 347; 348; 349; plus 250 and 350 as offered.
Teaching: English 201; 314; 430 (required of teaching candidates).
Writing: English 210; 301; 310.

The English senior seminar is the culminating experience for majors, whose candidacy for departmental honors is based upon their performance in the seminar.

■**English Minor.** A minor in English consists of six courses: English 220 or 221; 224 or 225; 361 or 362; three other courses, of which at least two must be at the 300 level. Students whose major is elementary education and who wish to minor in English should take English 201; 220 or 221; 224 or 225; 210 or 361 or 362; 301; and 314.

■**Secondary Education.** Those students seeking secondary certification are required to complete the course work for a major in English. The major must include English 201, 314, and 430. (Note course description for English 430.)

110G. Composition and Literature. A study of basic expository techniques and their application, as well as an analysis of literature emphasizing the symbolic and expressive uses of language. Students are introduced to the imaginative modes of

literature and demonstrate their understanding of those uses through discussion and written work. (Four credits.)

126. Print Media: Workshops. An introduction to the print media, covering the basic elements of journalism. Students will participate as staff reporters on *the Oracle*, the college's student newspaper. Open to all students. May be repeated for credit. (Also Speech Communication and Theater Arts 126.) CR/NC. (One credit.)

201. Grammar. A course that gives students practice in fundamental English grammar. Emphasizes basic skills, not theory. (Three credits.)

210G. Creative Writing. Practice in the writing and critical analysis of imaginative literary forms, especially poetry and fiction. Prerequisite: English 110. (Three credits.)

220. British Survey I. A historical survey emphasizing literary and cultural developments in English literature from the Old English period through the English Renaissance. Prerequisite: English 110. (Three credits.)

221. British Survey II. A course emphasizing major literary movements, cultural influences, and historical developments in English literature from the Neo-classical through Victorian periods. Prerequisite: English 110. (Three credits.)

224. American Survey I. One of two introductory surveys in American literature emphasizing literary movements, and cultural and historical developments in the literature of the United States. Readings will include poetry, fiction, and non-fiction from such writers as Anne Bradstreet, Cotton Mather, Jonathan Edwards, Franklin, Cooper, Emerson, Thoreau, Hawthorne, Poe, Melville, Whitman, and Dickinson. Prerequisite: English 110. (Three credits.)

225. American Survey II. An introductory survey focusing on poetry and fiction written after the Civil War and before American involvement in the Second World War. Included are works from such writers as Mark Twain, Henry James, Kate Chopin, Stephen Crane, Pound, E. A. Robinson, Frost, Sherwood Anderson, Stevens, Eliot, Fitzgerald, Hemingway, and Faulkner. Emphasis on literary, cultural, and historical movements. The course is a continuation of English 224, but may be taken separately. Prerequisite: English 110. (Three credits.)

226. Print Media: Advanced Workshops. A continuation of English 126 with advanced journalism work and individual study with the instructor. Prerequisite: English 126 or consent of the instructor. May be repeated for credit. (Also Speech Communication and Theater Arts 226.) (Two credits.)

240G. Russian Literature of the 19th Century. An introductory survey of 19th-century Russian literature in translation. Emphasis is on outstanding works of the period in their cultural and historical contexts. Includes works by such writers as Pushkin, Lermontov, Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov. Prerequisite: English 110. (Three credits.)

250. Special Topics. May be repeated for credit. (Three credits.)

260. The Literature of Feminism. A study of the evolution of feminist thought and its collective definition as it has been imaginatively translated from experience into art by several generations of literary women. Prerequisite: English 110. (Three credits.)

301. Advanced Composition. A study of rhetorical strategies and their application to assignments in journalism, scientific writing, and essay writing. Open to juniors and seniors or by consent of the instructor. May be repeated for credit. (Three credits.)

310. Advanced Creative Writing. Students write intensively in fiction or poetry, individually selecting their subject matter throughout the course. Students sharpen their critical skills by evaluating one another's work and by investigating contemporary writing and publishing. Prerequisite: English 210 or consent of the instructor. (Three credits.)

314. History of the English Language. A study of the development of the English language with some attention to its internal history--sounds and inflection--as well as to its external history--political, social, and intellectual movements and forces that have affected the development of the language. (Three credits.)

343. 20th-Century British Literature. Studies in various British authors of the 20th century. May be repeated for credit with different topics. Prerequisite: English 110. (Three credits.)

347. Genre Studies in American Literature. An upper-division course in American poetry, fiction, or drama. Emphasis is on study of characteristics shared by a distinct type and on examination of individual illustrations of type. May be repeated for credit with different topics. Prerequisite: English 110. (Three credits.)

348. English Novel. An upper-division course that will focus on some aspect of the history of the English novel (18th, 19th, 20th century), some type of novel (e.g., the comic novel), some group of writers (e.g., women writers, Murdoch and Powell), or a single author (e.g., Dickens). May be repeated for credit with different topics. Prerequisite: English 110. (Three credits.)

349. Topics in American Literature. An upper-division course concentrating on a particular period, movement, or author in American literature. May be repeated for credit with different topics. Prerequisite: English 110. (Three credits.)

350. Special Topics in Literature and Related Areas. A course permitting the investigation of narrowly defined literary issues, types, modes, and extra literary influences. Prerequisite: English 110. May be repeated for credit. (Three credits.)

361. Shakespeare I: Comedies and History Plays. Studies in the comedies and the history plays. Prerequisite: English 110. (Three credits.)

362. Shakespeare II: Tragedies and Romances. Studies in the tragedies and romances. Prerequisite: English 110. (Three credits.)

400. Senior Seminar. An intensive study of key literary periods and subjects. Required of all senior English majors. Offered second semester. (Three credits.)

420. Independent Study. Students arrange independent study projects with individual instructors. May be repeated for credit. (Three credits.)

430. Methods of Teaching English. A study of the basic approaches to the teaching of poetry, fiction, and drama and their application in the classroom. Attention is given to the teaching of composition, the marking of themes, and the preparing and grading of examinations. May not be counted toward a major in English. Co-prerequisite: Education 340. Offered as needed. (Three credits.)

ENVIRONMENTAL SCIENCE

Kenneth L. Cramer, Assistant Professor, Coordinator

ENVIRONMENTAL SCIENCE MAJOR

■Requirements

Following is a complete list of the courses a student in the major would be taking. Courses in **bold type** are the requirements. Courses not in bold type are prerequisites.

BIOL 111 General Zoology (Four credits.)
BIOL 112 General Botany (Four credits.)
BIOL 307 Ecology (Four credits.)
BIOL 350 or CHEM 350 or PHYS 350 Science Seminar (to be taken twice for a total of two credits.)
CHEM 130 Organic Chemistry I (Four credits.)
CHEM 140 General Chemistry (Four credits.)
CHEM 220 Analytical Chemistry (Four credits.)
ECON 200 Principles of Economics (Four credits.)
ECON 380 Environmental Economics (Three credits.)
ENVI 103 Introduction to Environmental Science (Three credits.)
ENVI 218 Applied Hydrogeology (Four credits.)
GOVT 375 Environmental Politics (Three credits.)
MATH 106 Elementary Statistics (Three credits.)
MATH 141 Elementary Functions (Four credits.)
MATH 151 Calculus I (Four credits.)
SCAT 306 Argumentation (Three credits.)
SOCI 343 Population (Three credits.)
Senior Research from an approved department of choice (Three to four credits.)

■Electives

Students with an interest in policy/advocacy are encouraged to consider the following **electives**. However, none of these is required.

ECON 310 Regulation and Legislation
ECON 340 Economics and Law
ECON 370 Public Finance
FREN 252 Culture, Folklore, and Historical Background of the French-speaking World
GOVT 311 Parties and Interest Groups
RELG 206 Religious Perspectives on Moral Issues
SCAT 205 Persuasion
SCAT 208 Advanced Public Speaking
SCAT 302 Small Group Communication
SOCI 102 Social Problems
SOCI 327 Sociology of Medicine
SOCI 341 Urban Sociology
SPAN 252 Culture, Folklore, and Historical Background of the Spanish-speaking World

Students with an interest in science are encouraged to consider the following **electives**. However, none of these is required.

BIOL 201 Field Botany
BIOL 250 Vertebrate Ecology
CHEM 230 Organic Chemistry II
MATH 152 Calculus II
PHYS 103 Astronomy
PHYS 130 Introductory Physics I
PHYS 132 Introductory Physics II
PSYC 201 Research Methods I

ENVIRONMENTAL POLICY MINOR

Students must complete the FOUR courses listed below in group A plus any TWO of the courses listed below in group B. ECON 200 is a prerequisite for the other ECON courses listed.

Group A

ECON 200	Principles of Economics (Four credits.)
ECON 380	Environmental Economics (Three credits.)
GOVT 375	Environmental Politics (Three credits.)
SOCI 343	Population (Three credits.)

Group B

ECON 310	Regulation and Legislation (Three credits.)
ECON 340	Economics and Law (Three credits.)
ECON 370	Public Finance (Three credits.)
ENVI 218	Applied Hydrogeology (Four credits.)
GOVT 311	Parties and Interest Groups (Three credits.)

ENVI 103. Introduction to Environmental Science. The course is an introduction to the scope, magnitude, and diversity of environmental issues approached by scientists and policy-makers. An interdisciplinary approach to solving environmental problems is emphasized by providing a scientific, social, and political understanding of the issues. Laboratory sessions include field trips to sutdy human impacts on our environment and group projects and discussion aimed at critical analysis of current environmental topics.

ENVI 218. Applied Hydrogeology. An applied approach to the analysis of the hydrologic cycle with an emphasis on the physical properties, transport, use and contamination of surface water and groundwater. Includes laboratory and field experiences. Prerequisite: Math 141, or consent of instructor. (Four credits.)

GENERAL INFORMATION

1. Emphasis of the Program

The aim of the Environmental Science major is to give students a solid foundation in the natural sciences (including mathematics) *and* social sciences that pertain to environmental issues and problems. The program is interdisciplinary, requiring students to take courses in at least seven different departments. Several of the courses (Hydrogeology, Environmental Economics, Environmental Politics) were designed specifically for the program. Other course work includes classes such as Ecology, Calculus, Statistics, Analytical Chemistry, Population, and Argumentation. Additionally, all participants in the program are required to complete an independent research project.

Although not all students choosing to major in Environmental Science are necessarily interested in pursuing scientific careers, all should have a *firm* foundation in the sciences that pertain to environmental concerns. They can thus be more effective lawyers, politicians, advocates, etc. (if those are careers they aspire to) than if they lacked training in the sciences. And they will be able to talk with biologists, chemists, and geologists more intelligently than those who do not have a firm grounding in these areas.

On the other hand, students interested in science-oriented careers in the environment need the perspective and context provided by the social science courses in the major. The social implications of environmental issues cannot be ignored, and the solutions to environmental problems are increasingly economically and politically charged.

2. Equipment/Facilities

Because the program is interdisciplinary, it makes use of classrooms, labs, etc. throughout the campus. However, two laboratories in the Haldeman-Thiessen Science Center have been designated specifically as Environmental Science rooms; one of the labs is reserved for seniors in the program doing independent research. Additionally, a small office in the Science Center is being converted into a reading/study room for Environmental Science majors, and these students will be given keys to the room.

The sciences at Monmouth have a tradition of intensive hands-on laboratory work, and the college is quite well equipped to support the natural science component of the major.

The college maintains an Ecological Field Station on the banks of the Mississippi River, about 30 minutes from campus. Two boats, both with 20-hp motors, are stored at the station for use in aquatic work on the Mississippi or on local lakes. The location of the station gives us easy access to the river and to a variety of terrestrial environments (e.g., deciduous forest, conifer plantations, agricultural). A variety of field sampling and collecting gear is stored at the station, including live-capture traps for birds and mammals and new instrumentation for water analysis.

The college also maintains a small, fresh-water pond and a native prairie plot for use in field work.

3. Career Opportunities

The Environmental Science major is intended to give students a broad yet firm foundation that can be used as a springboard into graduate/professional school or employment. The environmental field is extremely broad, ranging from environmental chemistry to wildlife management to environmental engineering to environmental law. The major is solid but it cannot prepare all students equally well for all careers. For example, if a student is interested in environmental geology, the program will not serve him/her that well because there will be no geology courses (other than hydrogeology) to back it up. On the other hand, the program would prepare a student well for further study or work in other areas (for example, environmental chemistry). Therefore, we think it is important for students as soon as possible to attempt to define their interests in the environment. What is it they hope to do? environmental monitoring? toxicology? engineering? natural resource management? advocacy? law? politics? Do they hope to go directly into employment? or into graduate/professional school? Depending on the students' specific interests, they can appropriately plan their elective course work and plan to do research and/or internships along the lines of their interests.

4. Off-campus Programs and Field Trips

ACM Wilderness Field Station program—a summer academic program conducted on the Boundary Waters of northern Minnesota and southern Ontario. Students register for a single course (e.g., Ornithology, Mammalogy, Vertebrate Behavior, Conservation Biology, Aquatic Biology, Environmental Ethics) and do extensive field and laboratory work while immersed in a wilderness setting. Nearly all courses involve a 7-10 day canoe trip deep into the Quetico-Superior wilderness of Minnesota and Ontario.

ACM Tropical Field Research program—a semester-long program in Costa Rica. A month-long orientation prepares students through intensive language training and review of field methodology. Thereafter, students can conduct research in a diversity of Costa Rica's ecological zones.

Numerous work/research internships involving environmental problems are available on a competitive basis.

Field-oriented courses at Monmouth College (e.g., Ecology, Field Botany) make frequent use of the Ecological Field Station and other local settings. There are also occasional weekend trips to such places as Indiana Dunes National Lakeshore and Horicon National Wildlife Refuge.

5. Faculty Backgrounds

Numerous faculty from many departments teach in the program. Some of them have specific training in the environment and all of them have a strong interest in and commitment to the program.

GOVERNMENT

Ira Smolensky, Professor, Chair
Farhat Haq, Associate Professor

■**Government Major.** A major in government consists of at least 30 semester hours, including the following courses: Government 103, 200, and 270; 202, 244, or 245; 411 or 412; and 415.

■**Government Minor.** A government minor consists of 15 semester hours, at least nine of which must be taken on the Monmouth College campus and at least three of which must be taken above the 200 level.

■**Secondary Teaching.** Majors who seek teaching certification are expected to complete at least 33 semester hours, including Government 103; 200 or 270; 311 or 395; 411 or 412; and 415. They are also required to obtain teaching competence in a second subject area.

100. Visions of Justice. Examines different philosophical, literary, and technological visions of a just society from Plato's *Republic* to the present. Includes discussion of freedom, equality, revolution, and "the good life." (Three credits.)

103G. American Politics. A study of the constitutional foundations, political processes, and institutions of American government on the national, state, and local level. Also focuses on current and perennial issues in domestic and foreign policy. (Three credits.)

150. Seminar on Politics and Literature. Explores a variety of political themes and issues through the medium of literature. The format for class meetings is a seminar open to faculty, staff, and area residents, including public officials. May be repeated for credit with permission of the instructor.

(Two credits.)

200. Introduction to Comparative Politics. Examines diverse forms of national politics, including industrialized democracies, communist regimes, and developing nations. Also examines the basic conceptual and methodological tools of comparative political inquiry. (Three credits.)

202G. Modern Japan. A study of the social, economic, and political development of modern Japan, emphasizing Japanese responses to problems posed by contacts with the West. (Also History 202.) (Three credits.)

244G. The Politics of Islam. Examines different forms of Islamic revivalism as well as the basic political tenets of Islam. Puts current trends in historical perspective. (Also Issues and Ideas 444 and Religion 244.) (Three credits.)

245G. The Politics of Developing Nations. A study of selected developing nations and the problems posed by rapid political and economic development. Topics include leadership strategies, the impact of modernization on traditional cultures, and the role of political ideology. (Three credits.)

250. Special Topics. (Two to four credits.)

270G. Global Affairs. A study of global and regional relationships, including state and non-state actors. Explores the influence of nationalism, economic rivalry, power politics, and international organizations on global behavior. Also explores the nature and causes of war. (Three credits.)

311. Parties and Interest Groups. A study of American parties, interest groups, and elections as well as the problems faced by candidates for public office. Students are expected to participate in current political campaigns. Offered in election years. (Three credits.)

365. Modern American Diplomatic History. A selective examination of the American experience, contrasting the initial circumstances of a marginal state with the contemporary setting of a dominant power. Questions are asked about the relationship between American values and mythology and characteristics of policy and diplomacy. (Also History 365.) (Three credits.)

375. Environmental Politics. An analysis of environmental politics and policy on the national and international levels. Features an emphasis on case studies. (Three credits.)

395. Constitutional Issues. A study of current constitutional issues in light of constitutional history, philosophical principles, and our ever changing socio-political context. (Three credits.)

411. Political Philosophy from Plato to the Present. A historical survey and philosophical analysis of political theory from ancient Greece to the present. Includes works by Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Marx, and Mill. (Also Philosophy 411, Issues and Ideas 435.) (Three credits.)

412. Close Encounters in Political Philosophy. A focused study of selected issues, themes, thinkers, or schools of thought in political philosophy. May be repeated with permission of the instructor. (Also Philosophy 412.) (Three credits.)

415. Senior Seminar. Concentrated study of an issue in political science. Students deal in depth with substantive and methodological problems associated with the subject area. Open to juniors and seniors. (Three credits.)

420. Independent Study or Internship. Includes selected readings, written reports, conferences, or work with government officials as arranged with the instructor. Prerequisite: Junior standing. (One to four credits.)

HISTORY

William L. Urban, Professor, Chair
George F. Arnold, Professor
Simon Cordery, Lecturer
Stacy A. Corder, Assistant Professor; Curator, Momonmouthiana Collection
Douglas R. Spitz, Professor
David J. Suda, Associate Professor

■**History Major.** A major in history requires the completion of Western Civilization I and II (History 101, 102), one course each in the areas of American and non-Western History, and History 400, which is the culminating experience of the major program. Five additional courses complete the major in history. Majors who wish to be candidates to graduate with departmental honors must take History 420. History majors are encouraged to participate in an off-campus program.

■**History Minor.** A minor in history consists of five courses, including Western Civilization I and II (History 101, 102). The student must take courses that represent all these areas of study (American, European, non-Western) or History 400.

■**Secondary Teaching.** History majors preparing to teach at the secondary level are required to take Education 341, History 111 and 112, at least one junior-level course in American history, and three courses in world history. The State of Illinois requires a minimum of 32 hours of history. Students who plan to teach are encouraged to complete a minor in another department so they will be prepared to teach in more than one area.

101. Western Civilization I. Survey of the major eras of Western civilization from the beginning of civilization into the 16th century, with an emphasis on geography,

political and religious systems, and social change. Will touch upon Western impact on the civilizations of Asia, Africa, and the Americas. Film lab. (Three credits.)

102. Western Civilization II. Survey of the major eras of Western civilization from 1550 to 1900, with an emphasis on geography, religious thought, the growth of nations, and social change. Film lab. (Three credits.)

105. Movies and Contemporary Society: Topic. Movies and Contemporary Society is a one-hour course that explores how a particular theme or issue in contemporary American society has ben represented in popular mainstream movies. The course will meet one evening a week for ten weeks for a short lecture on the movie, to view the movie, and to discuss it. The course may be repeated once, when the topic is changed. (One credit.)

110G. American History 1492-1750. An investigation of the reasons why early modern Europeans undertook what became the conquest of the Americas, how the Spanish, French, and English interacted with the Native Americans they encountered, and the experiences of later immigrant groups. Uses extensive audio-visual materials. Film lab. (Three credits.)

111G. American History 1750-1900. A study of the main political, social, and economic developments in the Colonial, early national, Civil War, and industrial eras until 1900. Film lab. (Three credits.)

112. American History 1900-Present. A study of political and social movements in the United States from 1900 to the present. Film lab. (Three credits.)

202G. Modern Japan. A study of the social, economic, and political development of modern Japan that emphasizes Japanese responses to problems posed by contacts with the West. (Also Government 202.) (Three credits.)

206G. The Enlightenment. A study of the literature, philosophy, art, and music of the period 1600-1800. (Three credits.)

207G. Modernism. A study of the literature, philosophy, art, and music of the late 19th and early 20th centuries. (Three credits.)

208G. 19th-Century Arts and Letters. An interdisciplinary study of the romantic era combining art, music, literature, and philosophy. Offered in alternate years. (Three credits.)

209G. Russian Cultural History. An overview of the cultural history of the former Soviet Union. Emphasizes the tension between the arts (literature, music, the visual arts, and cinema) and the political context of the Soviet Union. Topics include: pre-revolutionary developments, avant-garde modernism of the revolution and the 1920s, socialist realism, censorship and samizdat, emigre art and artists, glasnost, and the arts. (Three credits.)

211G. History of Greece. A study of classical Greece concentrating on ancient historians and their works. Offered in alternate years. (Also Classics 211.) (Three credits.)

212G. History of Rome. An interpretation and evaluation of Roman civilization with special emphasis on the late Roman republic. Film lab. (Also Classics 212.) (Three credits.)

222G. Medieval History. Topics in medieval life, politics, and culture. Covers Byzantine, Frankish, Viking, and late medieval civilizations. (Three credits.)

223. The Renaissance. A study of social and political life with considerable attention to the cultural contributions of the period.

Concentration on the Italian Renaissance, especially Florence. (Three credits.)

235. Hitler and Stalin. A study of the principal tyrannies that have shaped the modern world. (Three credits.)

240G. Ancient Society: Topic. A close examination of a particular aspect of Graeco-Roman society with special attention to the ways in which the lives of ancient Greeks and Romans were different from those in the modern world. Each time it is offered, this course covers a different social topic, including the ancient family, athletics, education, political organization and theory, military life, utopias, etc. May be repeated for credit with different topics. (Also Classics 240G.) (Three credits.)

250. Special Topics. (One to three credits.)

302G. History of the Middle East. A study of the tensions between tradition and modernity in the area, with emphasis on Islamic movements. The history of Arabic, Turkic, and Iranian peoples; the period of Ottoman rule; the impact of Western imperialism; and Zionist nationalism are examined. Attention is given to Soviet-American activities in the area and their relation to the political dynamics of the region. (Also Religious Studies 302.) (Three credits.)

303G. History of India and South Asia. Emphasizes the Hindu and Muslim periods, the impact of British colonialism, the 20th century Nationalist movement, and the emergence of Pakistan. Attention is given to modern Hindu, Muslim, and Sikh religious-political movements. The efforts to institutionalize a secular democratic polity in India and to define an Islamic polity in Pakistan are considered. (Also Religious Studies 303.) (Three credits.)

304G. History of Sub-Sahara Africa. A study of tensions between tradition and modernity with emphasis on Western imperialism, Southern Africa, and the rise of African nationalism. (Three credits.)

305G. History of Mexico. Survey of Mexican history from the Indian civilizations to the present with an emphasis on the evolution of society from the two cultures of the colonial period to the Mestizo culture of today. Film lab. (Three credits.)

313. History of American Education. A study of the evolution of the public schools and higher education emphasizing problems of the 20th century. Open only to juniors and seniors in the teacher education program. (Three credits.)

314. Civil War. A survey of the War Between the States, using documents of the government depository in the Hewes Library. Film lab. (Three credits.)

315. Wild West. A survey of the trans-Mississippi West from 1790 to 1890, using literature and materials from the government depository in the Hewes Library. Film lab. (Two credits.)

316. World War II. A survey of the world conflict emphasizing its watershed importance for modern times, especially its impact on American society and America's view of its role in world politics. Student reports and films are used extensively. Film lab. (Three credits.)

320. Independent Reading. Reading supervised by instructors in more advanced areas not usually offered. Prerequisite: Consent of the instructor. (One to three credits.)

330. Biography and United States History: 20th Century United States. This class will study the lives of prominent individuals in United States social, cultural, and political history; critically analyze the history of biography; and investigate how

history comes to be written by examining those who have been the subject of scholarly biographies and those who have not. Prerequisite: History 11G or History 112; or permission of instructor. Course may be repeated for credit as topics vary. (Three credits.)

340. The Vietnam Era. American History in the era of the Vietnam War: military and political history, civil rights, and popular culture. Audio-visual materials and the government document collection emphasized. Film lab. (Two credits.)

358. Family History and Genealogy. Social history of the United States from 1900, methods of genealogical research and writing. Each student writes a family history. Film lab. (Two credits.)

365. Modern American Diplomatic History. A selective examination of the American experience, contrasting the initial circumstances of a marginal state with the contemporary setting of a dominant power. Questions are asked about the relationship between American values and mythology and characteristics of policy and diplomacy. (Also Government 365.) (Three credits.)

370. Women in United States History. A Survey of women's historical experiences in the United States from the American REvolution to the present, this course will examine the methodology of women's history, demonstrating its similarities with and important divergences from traditional approaches to the past. One important goal of the course is to examine women's history as both an integral part of United States history and as a unique subject of historical investigation. Prerequisite: Either History 111g or History 112, or permission of the instructor.

400. Senior Seminar. A research and historiography seminar required of all history majors. (Three credits.)

420. Independent Study. An extensive research thesis on a topic selected by the student and the instructor. Prerequisites: History 400 and consent of the instructor. (Three credits.)

INTERDISCIPLINARY STUDIES

101G. Freshman Seminar. A seminar required of all freshmen and taught by faculty from a number of different disciplines. Theme-related texts in the course raise basic questions about the variety of human experience, and about personal and shared values and goals. Students are expected to think critically about the issues raised, to participate in discussions, and to write papers on the works studied. (Four credits.)

201G. Comparative Societies. A historical and cross-cultural introduction to the great variety of ways people organize their social lives. The course includes consideration of differences between so-designated more developed and less developed ("third world") countries. Emphasis ranges from broad historical analyses, such as the transformation of societies from rural agricultural to urban industrial, to focused comparison of selected aspects of everyday life in different types of societies. Sophomore standing. (Three credits.)

ISSUES AND IDEAS

Courses in this area fulfill the senior general education requirement. A student is required to take one course from those listed below.

401. A Christian View of Human Nature. A view of human nature from the perspective of biblical and theological materials in the Christian tradition. The course considers human nature as it relates to God, to society, to one's self, and to one's destiny. (Also Religious Studies 301.) Prerequisite: Senior standing. (Three credits.)

402. Classical Mythology and Religion. Considers the meaning of myth and religion in Graeco-Roman society. Discusses various theories of myth, including rationalism, charter myths, and myths as ritual justification. Surveys various aspects of Greek religion, especially mystery religions like the cult of Demeter at Eleusis and the worship of Dionysus. Prerequisite: Senior standing. (Three credits.)

405. The Future of Religions in the Twenty-First Century. An inquiry into the future of Judaism, Chrisitianity, Islam, Hinduism, Buddhism, Confuciansim, and other religions in the next century. The impact of modernity and secularization on religions in the twentieth century will be discussed. Possibilities for the renewal of religious life in our "postmodern age" will be explored. (Also Religion 405.) (Three credits.)

410. Environmental Ethics. An examination of ecological problems caused by human activities and possible solutions, starting with a rethinking of the relationship between human beings and nature. From different perspectives, including non-western as well as western, the course will

investigate various inter-related issues ranging from ethical to metaphysical, including "Do we have an obligation to natural objects?" "If there should be an environmental ethic, what kind of ethic should it be?" etc. Students will have opportunities to develop and express their own views on these issues. (Also Philosophy 310 and Religious Studies 310.) Prerequisite: Senior standing. (Three credits.)

426. Feminist Approaches to Literature and Society. An application of feminist critical theories to the examination of social constructs present in literary works and in social problems.

434. War and Peace. A study of the causes and results of war, efforts to bring about a peaceful and orderly society, and reasons for the persistence of armed conflict. Prerequisite: Senior standing. (Three credits.)

435. Political Philosophy from Plato to the Present. A historical survey and philosophical analysis of political theory from ancient Greece to the present. Includes works by Plato, Aristotle, Machiavelli, Hobbes, Lock, Rousseau, Marx, and Mill. (Also Government 411 and Philosophy 411.) Prerequisite: Senior standing. (Three credits.)

436. Poetics of the Self. An investigation of some questions that arise from an awareness of one's own self. The intent is to place the question "Who am I?" into a critically manageable context. Emphasizes discovery of the self and various strategies for making sense of who one is. Particular emphasis on the need for models (plots, paradigms, myths) in defining our existence. (Also Philosophy 336.) Prerequisite: Senior standing. (Three credits.)

437. The New Individual: Narcissus and the Faceless Man. A study of individualism and conformity emphasizing the origins of the tradition of pessimism in modern American thought. Includes discussion of anarchism, conformity, authoritarianism, and totalitarianism contrasted with the ideal of the well-rounded individual of the liberal arts tradition. Includes readings from history, philosophy, and literature. Prerequisite: Senior standing. (Three credits.)

440. Feminism and Communication. A study of the feminist movement from the mid-19th century to the present. The effects of feminism on modern communication behavior and rhetoric are considered. Discussions and research utilize primary source materials as well as classical feminist texts. Prerequisite: Senior standing. (Three credits.)

444. The Politics of Islam. Examines different forms of Islamic revivalism as well as the basic political tenets of Islam. Puts current trends in historical perspective. (Also Government 244G.) Prerequisite: Senior standing. (Three credits.)

468. The Arts in Society. The arts examined critically from the perspective of the values which they embody, express, and communicate. Topics include: freedom and creativity; the autonomous value of the arts; art and the sacred; the arts in relation to the civic environment (urban design, education, censorship, pornography, political revolution, patronage, and kitsch). Prerequisite: Senior standing. (Three credits.)

470. Biotechnology and Human Values. A course designed to study the impact, trends, and implications of biotechnology on modern culture. The biological history and development of the phenomenon will also be considered. Prerequisite: Senior standing. (Three credits.)

471. Ecology of Overpopulation. An examination of the dilemma facing humankind as population increases and resources diminish. Possible solutions are

addressed from a nonsectarian posture, recognizing that no simple answers exist. Prerequisite: Senior standing. (Three credits.)

472. Fiction and Industrial Society. An investigation of issues and questions of value raised by selected 19th- and 20th-century novels that focus on modern industrial society. Prerequisite: Senior standing. (Three credits.)

477. Energy Resources. Study of the geologic, economic, and socio-political implications of locating, recovering, utilizing, as well as the disposing of the wastes from the use of the earth's energy resources. The effects of population growth and the demands from industrial development will be considered. Prerequisite: Senior standing. (Three credits.)

479. Energy Resources. An investigation, from Western and Eastern points of view, of the origin of the universe and our place in it, this course raises issues that confront most thinking people at some point in their lives. It will examine differing view points, such as myth and truth, creation and evolution, science and religion and critically study the contributions of scientists—both physical and biological, philosophers—ancient and modern, and theologians—traditional and non-traditional, and notice where these scholars interrelate and where they part company. (Also Religion 479.) (Three credits.)

MATHEMATICS AND COMPUTER SCIENCE

Lyle L. Welch, Professor, Chair
Richard L. Cogswell, Associate Professor
Richard W. Reno, Associate Professor
Marta M. Tucker, Associate Professor
Wije Wijesiri, Visiting Assistant Professor

MATHEMATICS

■**Mathematics Major.** The mathematics major requires a minimum of 30 semester hours and has two components. The first component includes courses required of all majors while the second component is courses elected from a list of courses in Computer Science, Physics, Philosophy, or other offerings in Mathematics.

Required courses: Mathematics 151 (or equivalent), 152, 241, 253, 311 or 317, 330 or 420.

Elective courses: Mathematics course numbered 200 or above (except 324), Computer Science 315, Philosophy 102, Physics 311.

Those preparing for Mathematics education should take Math 317 and a course in computer science. Computer Science 125 will count as an elective toward the major for those in mathematics education.

■**Mathematics Minor.** The mathematics minor requires 15 semester hours of work in mathematics. Including one course in Calculus, Mathematics 241, three semester hours at the 300 level and an additional three semester hours at or above the 200 level (except 324).

104. Introduction to Mathematics. An introduction to the mathematical processes and the use of mathematics in problem solving. Topics will include but are not limited to algebra, sets, probability,

statistics, trigonometry, and number theory. The course is intended for nonmajors. (Three credits.)

106. Elementary Statistics. A study of the methods of handling data and the nature of probability distributions and an introduction to statistical inference with applications. Topics include mean and variance, correlation and regression, and some of the basic distributions of statistics. (Three credits.)

110. Mathematics for Elementary Education. A study of the number systems of arithmetic, the natural numbers, the rational numbers, statistics, and problem solving. (Three credits.)

125. Introduction to Computer Science. An introduction to the computing process, the use of computers in problem solving, the elements of programming, and the applications and cultural impact of computers and computing. This course is intended for students with no previous computer experience. (Three credits.)

141. Elementary Functions. A precalculus study of polynomial, circular, exponential, and logarithmic functions. Prerequisite: Two and one-half years of college preparatory mathematics. (Four credits.)

151. Calculus I. A study of the calculus of functions of a single variable. Prerequisite: Mathematics 141 or placement. (Four credits.)

152. Calculus II. A continuation of Mathematics 151. Prerequisite: Mathematics 151. (Four credits.)

206. Elementary Statistics with Calculus. An introduction to statistical methods and the role of calculus in these methods. Topics include mean and variance, correlation and regression, distributions of statistics, and statistical inference. Prerequisite: Mathematics 151. (Four credits.)

241. Linear Algebra. A study of finite dimensional vector spaces, linear transformation, and matrices. Prerequisite: Mathematics 151. (Three credits.)

250. Special Topics. (Three credits.)

253. Calculus III. A study of the calculus of functions of more than one variable, including partial differentiation and multiple integration. Prerequisite: Mathematics 152. (Three credits.)

254. Differential Equations. An introduction to ordinary differential equations and their applications. Prerequisite: Mathematics 253. (Three credits.)

260. Discrete Structures. Topics include sets and logic, number systems, properties of whole numbers, functions and relations, recursion, combinatorics and probability, matrices, and graph theory. (Four credits.)

301. Advanced Calculus. A theoretical development of the calculus of one and several variables, including topological concepts, linear theorems, differentiation, integration, series, pointwise convergence, and uniform convergence. Offered in alternate years. Prerequisite: Mathematics 253. (Three credits.)

311. Introduction to Modern Algebra. A study of groups, rings, and fields plus their applications. Offered in alternate years. Prerequisite: Mathematics 152, 241. (Three credits.)

317. Geometry. A study of such topics in advanced and modern geometry as non-Euclidean geometry, finite and projective geometries, isometries and transformation groups, convexity, foundations, and axiomatics. Offered in alternate years. Prerequisite: Mathematics 152. (Three credits.)

323. Numerical Analysis. An introduction to numerical algorithms. Methods will

include finding roots of equations, interpolation, curve-fitting, approximations of functions, and numerical differentiation and integration. Offered in alternate years. Prerequisite: Mathematics 152. (Three credits.)

324. Mathematics Methods for Secondary Teachers. A study of the philosophy and methods of teaching mathematics in junior and senior high school. Co/Prerequisites: Mathematics 317, Education 340. (Three credits.)

330. Mathematics Modeling. A study of the mathematical modeling process. Examples will come from calculus, linear algebra, and physics. Students will present a mathematical model of some phenomenon. Prerequisites: Mathematics 241. (Three credits.)

339. Probability and Statistics. An introduction to probability theory and its applications, including discrete and continuous random variables, density functions, distribution functions, expectations, and variance. Offered in alternate years. Prerequisite: Mathematics 206. (Three credits.)

350. Topics in Mathematics. Possible topics include topology, complex variables, and continuations of other mathematics courses. May be repeated if the student does not already have credit for the topic offered. Offered when there is sufficient student interest. Prerequisites: Mathematics 152 and consent of the instructor. (Three credits.)

420. Independent Study and Seminar. A study of selected topics in advanced mathematics. Prerequisite: Mathematics 311. (Three credits.)

COMPUTER SCIENCE

■**Computer Science Major.** The computer science major requires a minimum of 30 semester hours and has two components. The first component includes courses required of all majors while the second component is courses elected from a list of courses in Mathematics or other offerings in Computer Science.

Required courses: Computer Science 161 (or equivalent), 163, 190, 220, Mathematics 260, two courses from Computer Science 320, 325, 335 or 345, and Computer Science 400 or Mathematics 330.

Elective courses: Computer Science course numbered 200 or above (except 324), Mathematics 151, 241, 323, 330.

Those preparing for graduate study should take Computer Science 325, 335, 345, and complete a mathematics minor.

■**Computer Science Minor.** The computer science minor requires 15 semester hours of work in computer science. This must include one course in a programming language, Computer Science 163, and nine semester hours in computer science courses numbered above 160 or Mathematics 260 (except 324).

125. Introduction to Computer Science. An introduction to the computing process, the use of computers in problem solving, the elements of programming, and the applications and cultural impact of computers and computing. This course is intended for students with no previous computer experience. (Three credits.)

161. Structured Programming in Pascal. An introduction to the computing process and the use of Pascal in problem solving. Students are introduced to structured programming, logic, algorithms, and pseudo-code. (Four credits.)

163. Data Structures with Pascal. An introduction to computer data structures

which include arrays, strings, stacks, queues, linked lists such as trees and algorithms for use with these structures, file processing, and sequential and random access. Prerequisite: Computer Science 161. (Four credits.)

190. Digital Electronics for Computer Science. An introduction to digital circuit elements, including the microprocessor. Emphasizes practical experience. Prerequisite: Computer Science 161. (Also Physics 190.) (Four credits.)

200. Programming in C. An introduction to programming in C. Students are introduced to the structure and syntax of this language. Recommended for those planning to enroll in File Structures, Operating Systems or Graphics. Prerequisite COMP 161 or approval of instructor. (One Credit.)

220. Assembly Language. Topics include computer structure and machine language, assembly language, addressing techniques, macros, input-output, and program construction. Prerequisite: Computer Science 190. (Three credits.)

250. Special Topics. (Three credits.)

315. Scientific Programming in Fortran. A study of the applications of Fortran in writing programs for use in the sciences. Prerequisite: Computer Science 161. (Three credits.)

320. File Structures. A study of the various organizations and access methods of computer files and file systems. Theory, algorithms, and performance efficiencies are emphasized. Prerequisite: Computer Science 163. (Three credits.)

324. Computer Methods for Secondary Teachers. A study of the philosophy and methods of teaching computer science in junior and senior high school. Co-Prerequisites: Education 340, Computer Science 163. (Three credits.)

325. Organization of Programming Languages. A study of the necessary components of programming languages and of how computers implement programs. Prerequisites: Computer Science 163, 220. (Three credits.)

330. Graphics. Graphics programming is becoming an increasingly important component of computer science. Business programs and graphics interfaces make use of graphics output. This course will examine the underlying concepts involved in all graphics programming. Students will study how various graphics operations are carried out. A graphics system will be used which is independent of the input or output hardware. Prerequisite: Computer Science 163. (Three credits.).

335. Systems Analysis and Design. Includes building and describing a logical model of a system, top-down design of modular structures, and database management. Prerequisite: Computer Science 163. (Three credits.)

345. Operating Systems. Topics include dynamic procedure activation, system structure, memory management, process management, and recovery procedures. Prerequisites: Computer Science 163, 220. (Three credits.)

350. Topics in Computer Science. Possible topics include other programming languages and artificial intelligence. May be repeated for credit with different topics. Offered when there is sufficient student interest. Prerequisites vary according to the topic studied. (Three credits.)

400. Senior Project. An individual project chosen by the student in consultation with the computer science faculty. The project may involve the development of a software and/or hardware system, or may consist of the theoretical study of an approved topic. Prerequisite: Computer Science 163, 190,

220, and senior standing. (Three credits.)

420. Independent Study. An individual project in computer science undertaken by the student with the guidance of the faculty. Prerequisite: Consent of the instructor. (Three credits.)

450. Internship in Computer Science. An experience designed to allow students in the computer science field to apply the concepts and ideas developed during their study in the major. Prerequisite: Senior standing and prior approval of the department. (Three credits.)

MILITARY SCIENCE

Lt. Col. Fred Visell, Professor

A student enrolled in the military science program seeking a commission in the U.S. Army Reserve may major in any recognized discipline within the College.

The military science program provides instruction and practical experience in leadership and management that will help students succeed in any desired career, civilian or military.

■Requirements for Commission.

1) Completion of requirements for the bachelor's degree.
2) Department core in military science under the four-year program (21 semester hours).
a. Introduction to Military Science 101 and 102 (two semester hours).
b. Basic Military Science 201 and 202 (four semester hours).
c. Intermediate Military Science 301 and 302 (six semester hours).
d. Advanced Summer Camp (six semester hours placement credit).
e. Advanced Military Science 401 and 402 (six semester hours).
f. Maintain a C average in intermediate and advanced military science courses.
g. Systems of Thought and Belief 434 (three semester hours).
3) Departmental core in military science under the two-year program (21 semester hours).
a. Basic Summer Camp or equivalent training (six semester hours placement credit).
b. Intermediate Military Science 301 and 302 (six semester hours).
c. Advanced Summer Camp (six semester hours placement credit).
d. Advanced Military Science 401 and 402 (six semester hours).
e. Maintain a C average in intermediate and advanced military science courses.

f. Issues and Ideas 434 (Three semester hours).
4) Maintain a College cumulative grade-point average of 2.0 or better.
5) Meet prescribed medical fitness standards.

■**Advanced Placement.** Students with prior military service or those who have completed one or more years at a service academy or basic and advanced individual training (ARNG, USAR) will receive credit for advanced placement.

■**Extra-curricular Activities.** A variety of extra-curricular activities are offered for all students enrolled in military science. Many involve team competition with other universities. A description of these may be found in the student handbook.

■**Reserve Officers' Training Corps (ROTC).** The Monmouth College military science department offers a variety of opportunities for qualified students to obtain commissions as officers in the United States Army. Commissions are earned while the students obtain their B.A. degrees in the academic discipline of their choice (a student does not major in military science). Many students earn their degrees with federal ROTC scholarship assistance and receive financial aid from ROTC. The opportunities to obtain a commission include a four-year program, a modified four-year program, and a two-year program.

■**Four-year Program.** The normal progression to a commission is the four-year program. It consists of a basic course (first two years) and an advanced course (second two years). College academic credit is earned for all course work satisfactorily completed.

•BASIC COURSE. Basic Course enrollment is limited to freshmen and sophomores. (The permission of the department chair is required for other students.) In the spring of each year, freshmen and sophomores compete for several federal ROTC scholarships. Basic Course students are not required to wear uniforms or obtain haircuts. Basic Course students do not incur any military obligation. During the period of the Basic Course, the students decide whether they want to enter the Advanced Course. The military science department evaluates their qualifications and determines their eligibility for acceptance.

•ADVANCED COURSE. Advanced Course students include all students who have successfully completed the Basic Course or received credit for the Basic Course under one of the other options discussed below. Entry into the Advanced Course is a joint decision by the student and the military science department. Requirements include being of good character, a loyal U.S. citizen, under 28 years of age, medically qualified, not a conscientious objector, having more than a 2.0 cumulative grade-point average, and passing an entrance test. Students entering the Advanced Course sign a contract with the government and earn $100 tax free each month during their last two years of college (up to $2,000). They continue to compete for numerous federal scholarships. Advanced Course students do incur a military obligation in either the Reserves, National Guard, or Active Army. The length of obligation varies depending on the type of commission taken. Students can be guaranteed Reserve Forces duty. Course work for the Advanced Course spans two years. Advanced Course students also attend an Advanced Summer Camp of six weeks duration, normally between their junior and senior years. Students receive pay, travel pay, and board and room while attending the camp.

■**Two-year Program.** The two-year program permits the student to enter the Advanced Course after successful completion of the ROTC Basic Summer Camp. The ROTC Basic Camp is approximately

six weeks long and provides military training in such subjects as leadership, rappelling, map reading, rifle marksmanship, physical training, tactics, communications, first aid, and water survival. The student attending ROTC Basic Camp is paid to attend and receives free lodging, meals, and college credit (six elective hours). There is no service obligation connected with the camp. The camp is designed to provide the student with Basic Course credit. Students wishing to attend the Basic Camp should apply early in the spring semester.

■**Advanced Placement Credit.** Veterans, prior service students, junior ROTC students (three or more years), and National Guard or USAR members may receive advanced placement credit for the Basic Course.

■**Scholarships and Financial Aid.**

•SCHOLARSHIPS. Federal ROTC scholarships are available on a competitive basis to qualified students. Scholarships are awarded on merit and not on need. Federal ROTC scholarship competition is held during the spring semester for freshmen and sophomores. Scholarships are awarded based on the results of a written examination, evidence of scholastic ability (all college grades), and an appearance before an interview board. The federal ROTC scholarship pays $8,000 or 80 percent of tuition, whichever is higher, a flat rate book fee, and $100 a month living allowance during the school year.

•FINANCIAL AID. During the last two years of military science, contracted Advanced Course students receive a total living allowance of approximately $2,000 tax free. This subsistence allowance is received in $100 monthly installments during the school year. Simultaneous Membership Program cadets also receive pay from their Reserve or National Guard unit.

■**Commission as a Second Lieutenant.** Students who successfully complete all requirements of the ROTC program are commissioned as second lieutenants. These commissionees fulfill their contractual obligations by serving in the Army Reserve, National Guard, or on Active Duty. Service in the Reserve or National Guard is an ideal way of blending a full-time civilian career with part-time service to the country as an officer. The military duties of these new officers cover the entire spectrum from infantry to medical service, including such options as aviation, personnel administration, finance, military intelligence, and military police. Many students delay their military duties to attend graduate school or to attain professional degrees. Students desiring further information should either visit the department of military science in Wallace Hall, 309/457-2107, or call Western Illinois University collect at 309/298-1161.

101. Introduction to Military Science. A survey course designed to encourage development of fundamental leadership and management skills which provide a foundation for personal growth and leadership study. Customs and traditions of the service and branches of the Army, as they pertain to officer training, are discussed. One hour lecture; two hours laboratory. (One credit).

102. Introduction to Military Science. Continuation of Military Science 101. Introduction to the military system focusing on basic Army knowledge, organization, and the role of the total Army in American society. Includes an introduction to national defense. One hour lecture; two hours laboratory. Prerequisite: Military Science 101 or consent of the PMS. (One credit.)

201. Basic Military Science. Students participate in a leadership assessment program which provides individual feedback on 12 leader dimensions. Selected leadership theories are discussed. Also includes study and application of the methods of military instruction. Two hours lecture; two hours laboratory. Prerequisite: Military Science 102. (Two credits.)

202. Basic Military Science. Military map reading and land navigation, continuation of personal leadership development. Application of map reading through practical exercises. Lab continues development of individual military skills. Two hours lecture; two hours laboratory. Prerequisite: Military Science 201 or consent of the PMS. (Two credits.)

220. Individual Studies. Special study in military science carried out under the supervision of a faculty member. Limited to enrolled military science students. Prerequisite: Permission of the PMS. (One to three credits.)

301. Intermediate Military Science. Theories and techniques of military leadership. Seminar format concentrating on individual and group processes and interaction, leader-group interaction, organizational demands, communications, and counseling, leadership styles, and behaviors. Review of land navigation. Application of leadership techniques and preparation for Advanced Camp. Three hours lecture; two hours laboratory. Field trips required. Prerequisites: Military Science 202 or Basic Camp and consent of the PMS. (Three credits.)

302. Intermediate Military Science. Tactical organization and operations: considerations in small unit leadership operations orders and reports, control systems, rifle platoon in the attack and defense, patrolling, and specialized operation. Laboratory preparation for Advanced Summer Camp. Three hours lecture; two hours laboratory. Field trips required. Prerequisite: Military Science 301 and consent of the PMS. (Three credits.)

401. Advanced Military Science. Staff procedures at the company and battalion level; military justice and security. Laboratory for application of leadership skills. Three hours lecture; two hours laboratory. Field trips required. Prerequisites: Military Science 302 and consent of the PMS. (Three credits.)

402. Advanced Military Science. Company level administration, ethics, logistics, and maintenance; and active duty orientation. Laboratory application of leadership skills. Three hours lecture; two hours laboratory. Field trips required. Prerequisites: Military Science 401 and consent of the PMS. (Three credits.)

420. Individual Studies. Special study in military science carried out under the supervision of a faculty member. Limited to enrolled military science students. Prerequisite: Permission of the PMS. (One to three credits.)

MODERN FOREIGN LANGUAGES

Susan Holm, Associate Professor, Chair
Annabelle Andrade, Lecturer
Mayra Daniel, Lecturer
Fred Keller, Assistant Professor
Mary Lois McCarnes, Lecturer
Jacquelynn Urban, Lecturer

■**Spanish Major.** A major in Spanish consists of a minimum of nine courses beyond the 102 level. Students planning careers in international business or government should consult the department for specific course recommendations. The modern foreign languages department encourages its majors to spend a period of time abroad in study and travel and helps those who wish to do so in every way it can.

■**Spanish Minor.** A minor in Spanish consists of a minimum of five courses beyond the 102 level.

■**Secondary Education.** Majors in Spanish seeking certification in secondary education must take Modern Foreign Languages 460 (Methods of Teaching Modern Foreign Languages). The State of Illinois will count 101 and 102 to reach the required 32 semester hours for certification although 101 and 102 do not count toward a major in Spanish. If students place out of 101 and/or 102 at Monmouth College, their transcript will indicate their proficiency at the 101 and/or 102 level. Thus, the proficiency test results will be counted by the State of Illinois as the equivalent of having taken 101 and/or 102, for the sole purpose of counting courses since no credit will be given.

SPANISH

101G. Elementary Spanish I. An introduction to Spanish both as a spoken and written language with attention to pronunciation and practice in using the language, and as the communication system for a different culture, including distinct thought processes and viewpoints. (Four credits.)

102G. Elementary Spanish II. A continuation of Spanish 101. Prerequisite: A passing grade in Spanish 101 or placement. (Four credits.)

201. Intermediate Spanish. Emphasis on the spoken and written language aimed toward accurate oral and written expression. Includes review of grammar. Students become further acquainted with cultural aspects of Spain and Spanish America. Prerequisite: A passing grade in Spanish 102 or placement. (Three credits.)

210. Advanced Composition and Conversation. A study of the structure of the Spanish language beyond the intermediate level. Includes conversation based on readings and written composition aimed toward accuracy of expression. Prerequisite: Spanish 201 or its equivalent. (Three credits.)

250. Special Topics. May be repeated for credit. (Three credits.)

252. Culture, Folklore, and Historical Background of the Spanish-Speaking World. A study of Spanish civilization, the development of Hispanic culture, and its ramifications in Spanish-speaking countries. Prerequisite: Spanish 201 or its equivalent. (Three credits.)

310. Introduction to Spanish Literature. An introduction to the genres of poetry, narrative, drama, and essay, and to basic literary analysis, using representative works from Hispanic and Hispanophone literature. Prerequisite: Spanish 210 or placement. (Three credits.)

321. The Golden Age of Spanish Literature. A study of the *Quijote* and the poetry and drama of the Renaissance and Baroque periods. Prerequisite: Spanish 310 or consent of the instructor. (Three credits.)

322. 19th-Century Spanish Literature. A study of representative works from the Romantic, Realist, and Naturalist movements in Spain. Prerequisite: Spanish 310 or consent of the instructor. (Three credits.)

323. 20th-Century Spanish Literature. An examination of Spanish literature as a reflection of 20th-century Spanish society. Prerequisite: Spanish 310 or consent of the instructor. (Three credits.)

324. Latin American Literature. An overview of tendencies in Latin American literature with special emphasis on contemporary literature. Prerequisite: Spanish 310 or consent of the instructor. (Three credits.)

326. Topics in Spanish. A detailed study of a selected topic related to the Spanish language or Hispanic literature. May be repeated for credit. Prerequisite: Spanish 310 or consent of the instructor. (Three credits.)

FRENCH

101G. Elementary French I. An introduction to French both as a spoken and written language with attention to pronunciation and practice in using the language, and as the communication system for a different culture, including distinct thought processes and viewpoints. (Four credits.)

102G. Elementary French II. A continuation of French 101. Prerequisite: A passing grade in French 101 or placement. (Four credits.)

201. Intermediate French. Includes selected readings from modern literature with continued oral and written practice and review of grammar. Prerequisite: French 102 or placement. (Three credits.)

210. Advanced Composition and Conversation. A study of the structure of the French language beyond the intermediate level. Includes continued grammar study and written and oral composition aimed toward accuracy of expression. Prerequisite: French 201 or its equivalent. (Three credits.)

250. Special Topics. May be repeated for credit. (Three credits.)

252. Culture, Folklore, and Historical Background of the French-Speaking World. A study of French civilization, the development of French culture, and its ramifications in other countries. Prerequisite: French 201 or its equivalent. (Three credits.)

GERMAN

101G. Elementary German I. An introduction to spoken and written German with attention to pronunciation and practice in using the language and as the communication system for a different culture, including distinct thought processes and viewpoints. (Four credits.)

102G. Elementary German II. A continuation of German 101. Prerequisite: A passing grade in German 101 or placement. (Four credits.)

201. Intermediate German. A continuation of German 102 in which students complete their overview of German grammar and further develop their skills in speaking, listening, writing, and reading. Prerequisite: German 102 or placement. (Three credits.)

MODERN FOREIGN LANGUAGES

220. Individual Study. Students arrange appropriate sophomore-level independent study projects with individual instructors in their major language. (One to four credits.)

250. Special Topics. May be repeated for credit. (Three credits.)

320. Individual Study. Students arrange appropriate junior-level independent study projects with individual instructors in their major language. (One to four credits.)

340. Introduction to Linguistics and Phonetics. A course designed for students interested in the structure and phonetics of modern languages. (Three credits.)

420. Individual Study. Students arrange appropriate senior-level independent study projects with individual instructors in their major language. (One to four credits.)

460. Methods of Teaching Modern Foreign Languages. A study of the methods of teaching modern foreign languages. Required for secondary certification. Co/prerequisite: Education 340. (Three credits.)

MUSIC

Michael E. Sproston, Associate Professor, Chair
James E. Betts, Assistant Professor
Richard L. Griffiths, Professor
Michael E. Sproston, Associate Professor
Carolyn Suda, Lecturer

■**Music Major.**

•GENERAL MAJOR. The program for the general music major includes Music 101, 121, 122, 123, 124, 321, 322, and 420; at least one course chosen from Music 201, 203, or 302; four credits in applied music; participation in Music 184 or 185 during each semester the student is enrolled on campus; and attendance at campus concerts and recitals. The major should refer to the music department handbook for additional policies.

The culminating experience for music majors is an independent study in the senior year consisting of an in-depth investigation of a topic chosen by the student in conjunction with the advisor.

•PERFORMANCE. Music majors who concentrate in performance must take an additional eight credits of applied music in their major instrument and present a full recital during the senior year. Other requirements for the general major apply.

■**Music Minor.** The minor in music is designed for those students who wish to develop both their performance skills and their general understanding of music. The minor requires two courses (taken in sequence) chosen from Music 121, 122, 123, or 124; one course chosen from Music 201, 203, or 302; one course chosen from Music 321 or 322; four credits in applied music (including two credits in piano if not the major applied instrument); and four credits in ensembles. In addition, attendance at campus concerts and recitals is expected each semester.

■**Music Education.** Students preparing for certification in secondary vocal-music education take Music 101, 121, 122, 123, 124, 201, 252, 313, 321, 322, 420, and eight credits of applied music, as well as participate in Music 184 during each semester the student is enrolled on campus. They must also satisfy the professional education requirements.

Students preparing for a special K-12 vocal certificate take Music 312 in addition to the vocal-music education program.

APPLIED MUSIC

Performance instruction is available by audition or by consent of the instructor and consists of one half-hour lesson per week with at least one hour of daily practice for one credit per semester. Music majors or other advanced students may study for two credits per semester, requiring a one-hour individual lesson each week and at least two hours of daily practice.

Music majors are expected to demonstrate competence on the keyboard by passing an examination in functional piano. Piano study for music majors who have had little experience with a keyboard instrument is strongly recommended for the freshman year as a basis for further study of music.

Odd-numbered courses carry one credit per term; even-numbered courses carry two credits.

145G. Piano. (One credit.)

146G. Piano. (Two credits.)

151G. Voice. (One credit.)

152G. Voice. (Two credits.)

155G. Strings--Cello. (One credit.)

156G. Strings--Cello. (Two credits.)

ENSEMBLES

The following ensembles are open to all students by audition or by consent of the instructor. Each carries one credit per semester.

131G. Jazz Band. (One credit.)

132G. Vocal Jazz. (One credit.)

133G. Sound of Five/Vocal. (One credit.)

134G. Sound of Five/Instrumental. (One credit.)

181G. Vocal Chamber Music. (One credit.)

182G. Instrumental Chamber Music. (One credit.)

184G. Concert Choir. (One credit.)

185G. Wind Ensemble. (One credit.)

186G. Highlanders. CR/NC. (One credit.)

COURSES

101G. Introduction to Music. A study of musical materials, principles of organization, and historical styles. Designed to develop an understanding of music. Music majors or minors should enroll in Music 101 during their freshman year. (Three credits.)

121. Theory of Music I. An introductory investigation into the basic theoretical foundations of music--melody, harmony, rhythm, tone color, and form--through the study of music from various stylistic periods and the development of skills in listening, singing, keyboard, composition, and analysis. (Three credits.)

122. Theory of Music II. A continuation of Music 121 at the elementary level.

Prerequisite: Music 121 or consent of the instructor. (Three credits.)

123. Theory of Music III. A continuation of Music 122 at the intermediate level. Prerequisite: Music 122 or consent of the instructor. (Three credits.)

124. Theory of Music IV. A continuation of Music 123 at the advanced level. Prerequisite: Music 123 or consent of the instructor. (Three credits.)

191. Advanced Conducting. (One credit.)

192. Advanced Conducting. (Two credits.)

201. Introduction to Conducting. An introduction to the principles of conducting that includes interpretive study of choral and instrumental scores. May include conducting campus music groups. Offered in alternate years. Prerequisite: Music 124 or consent of the instructor. (Three credits.)

203G. Evolution of Jazz. A study of the origin and development of jazz and its components. Designed to develop an understanding of jazz as it relates to American society and other styles of music. Offered in alternate years. (Three credits.)

250. Special Topics. (Three credits.)

252. String Techniques. A study of the techniques of playing the violin, viola, cello, and double bass for students preparing to teach music at the elementary or secondary level. Offered in alternate years. Prerequisite: Music 124 or consent of the instructor. (One credit.)

302. Form and Analysis. An examination of the significant formal structures in Western tonal music through various analytical techniques. Offered in alternate years. Prerequisite: Music 124. (Three credits.)

312. Teaching Music in the Elementary School. A study of music fundamentals, teaching skills, and teaching methods at different grade levels. Includes comprehensive coverage of music requirements for prospective elementary teachers with special emphasis on singing and functional piano technique. Offered in alternate years. (Three credits.)

313. Music Education I. A study of the teaching and administration of vocal music in secondary schools. Topics include the general music program, the changing voice, instructional problems, and materials for vocal ensembles. Offered in alternate years. Prerequisite: Music 124. (Three credits.)

321. History and Literature of Music I. A study of music from the earliest times to 1750. Emphasizes works, styles, and formal and theoretical considerations. Includes an introduction to bibliographic materials and procedures for research in music. Offered in alternate years. Prerequisite: Music 124 or consent of the instructor. (Three credits.)

322. History and Literature of Music II. A study of music from 1750 to the present. Emphasizes works, styles, and formal and theoretical considerations. Includes continued study of bibliographic materials and procedures. Offered in alternate years. Prerequisite: Music 124 or consent of the instructor. (Three credits.)

420. Independent Study. Individual study of a topic of special interest directed by a member of the music faculty. May be repeated for credit. Prerequisite: Music 322 or consent of the instructor. (Three credits.)

PHILOSOPHY AND RELIGIOUS STUDIES

Robert Andrew Cathey, Assistant Professor, Chair
Chenyang Li, Assistant Professor

RELIGIOUS STUDIES

■ **Philosophy and Religious Studies Major.** The major in philosophy and religious studies consists of six core courses plus a concentration of four courses in either philosophy or religious studies. The core courses include two courses in the history of philosophy (PHIL 309 and 307), two courses in the history of Christianity (RELG 203 and 204), one course in ethics (PHIL and RELG 207), and one course in philosophy of religions (PHIL and RELG 213). Philosophy and religious studies majors are strongly urged to take courses beyond the general education requirements in ancient and modern languages: Greek, Latin, German, or French.

■ **Philosophy Concentration.** The concentration in philosophy consists of one required course in logic (PHIL 102), a senior project (PHIL 450), and two courses selected from the following: Philosophy of Education (PHIL 211), Philosophy of Science (PHIL 312), Philosophy and Religions of Asia (PHIL 300), Argumentation (SCTA 306), Aesthetics (PHIL 315), Poetics of the Self (PHIL 336), Political Philosophy from Plato to the Present (PHIL 411), Close Encounters in Political Philosophy (PHIL 412), special topics (PHIL 250), Environmental Ethics (PHIL and RELG 310), and individualized study (PHIL 320).

■ **Religious Studies Concentration.** The concentration in religious studies consists of two required courses in the Bible (RELG 101 and 108), a senior project (RELG 450), and one course selected from the following: Judaism and Islam (RELG 210), Politics of Islam (GOVT 244), History of the Middle East (HIST 302), History of India and South Asia (HIST 303), Philosophy and Religions of Asia (RELG 300), special topics (RELG 250), Environmental Ethics (PHIL and RELG 310), Future of Religions (RELG 405), Cosmology and Creation (RELG 479), and individualized study (RELG 320).

■ **Philosophy and Religious Studies Minor.** The minor in philosophy and religious studies consists of five out of the six core courses with a choice between Ethics (PHIL and RELG 207) and Philosophy of Religions (PHIL and RELG 213). In addition, a sixth course must be chosen from any 300 or 400 level course offered in the department. Where applicable courses may also count for general education credit.

■ **Philosophy Minor.** A Philosophy minor needs to take the following five courses. Critical Thinking: Introduction to Logic (PHIL 102), Ethics (PHIL 207), Classical and Medieval Philosophy (PHIL 309G), Modern and Contemporary Philosophy (PHIL 307G), and either Introduction to Philosophy or Philosophy of Education (PHIL 101 or 211).

PHILOSOPHY

101. Introduction to Philosophy. Many issues that we deal with in daily life are ultimately philosophical issues. Philosophy is defined as 'love of wisdom.' What do people do in this field? This course will lead students to explore some fundamental philosophical questions. These questions include, 'What is reality?' 'What is knowledge?' 'How do we know anything?' 'What is good?' 'What is truth?' 'What is beauty?' 'What is the foundation of human morality?' 'Is morality absolute or culture-relative?' 'Does God exist?' 'What is

happiness?' 'What is a person?' etc. Logical reasoning and argumentation will be strongly emphasized. Students will have opportunities to look into these issues and develop their own coherent views. No prior knowledge of philosophy is required. (Three credits.)

102. Critical Thinking: Introduction to Logic. A study of fundamental distinctions required for effective reasoning such as truth and validity, deduction, and induction. Application of procedures for testing the validity of arguments in concrete situations with a view to determining the central importance of logic for the sciences. (Three credits.)

207G. Ethics: Philosophical and Religious. An introduction to philosophical and religious ethics as distinct yet interrelated ways of thinking critically about human action. The conversation and conflict between ethical frameworks which center on either human autonomy or divine authority will be explored. Issues include whether there are moral facts, natural laws, absolute rules, divine commands, human rights, virtues and vices, conscience, freedom, determinism, accountability, and the challenges of moral relativism. Specific moral issues may include sexual ethics, violence and peace, economic justice, environmental ethics, business ethics, race, gender, etc. (Also Religious Studies 207.) (Three credits.)

211. Philosophy of Education. The course will explore the following issues: what are education, learning, understanding, knowing, thinking, consciousness, the self, purpose, and creativity? How do these originate? What is teaching? Can scientific knowledge about learning and teaching improve education? How should teachers fulfill their role in the educational process? What are meaning and truth? How is education related to the good life? What do we mean by choice and control? Should teachers exert control over what students learn and how they learn? What is philosophy? What kinds of questions do philosophers raise and consider? How do philosophical assumptions about education affect how and what a teacher teaches? How does a radical behavioral philosophy of education differ from a more traditional philosophy of education? What are the implications of these conflicting philosophies for teachers? This course is designed for students entering the teaching profession. Prerequisite: Sophomore standing. (Three credits.)

213. Philosophy of Religions. How should we use the resources of philosophy to interpret, criticize, and appropriate religious claims to meaning, truth, and fulfillment? The course focuses on symbols of evil in Hellenism, Judaism, and Christianity as interpreted by Paul Ricoeur in *The Symbolism of Evil*. The interpretive schema developed by Ricoeur will be applied to Walker Percy's *Lancelot*, a novel about moral chaos in the New South. (Also Religious Studies 213.) (Three credits.)

250. Special Topics. (Three credits.)

300G. Philosophy and Religions of Asia. An introduction to the origins, histories, thought, practices, and developments of the great religions and philosophies of Asia. The course will study Hinduism, Buddhism, Confucianism, Shinto, Taoism, Zoroastrianism, Jainism, and Sikhism. Eastern philosophies will be explored in religious and cultural context. (Also Religious Studies 300.) (Three credits.)

306. Argumentation. An introduction to how logical arguments are structured and analyzed. Includes development of abilities

in composing logically valid messages and avoiding fallacies. Emphasis is placed on what makes arguments strong and effective. Portions of the course will be devoted to how arguments are used in various fields (e.g., law, journalism, science, history, or politics.) Frequent in-class, written and oral practice will occur. Offered alternate years. Prerequisite: Speech Communication and Theater Arts 101. (Also Speech Communication and Theater Arts 306.) (Three credits.)

307G. Modern and Contemporary Philosophy. A basic introduction to early modern, Enlightenment, 19th century, and 20th century texts, figures, and movements in philosophy. The emphasis will be on understanding modern and contemporary philosophical works in their historical context. Different concepts of mind, body, doubt, certainty, experience, nature, science, religion, morality, history, society, language, technology, and the future will be explored over time. No prior knowledge of philosophy is presupposed. No Prerequi-sites. (Three credits.)

309G. Classical and Medieval Philosophy. A basic introduction to the classic texts, figures, and movements of philosophy. The emphasis will be on understanding classic and medieval philosophical works in their historical context. Different concepts of reality, the cosmos, truth, knowledge, good, evil, justice, the will, and divinity will be explored over time. No prior knowledge of philosophy is presupposed. No prerequisites. (Three credits.)

310. Environmental Ethics. An examination of ecological problems caused by human activities and possible solutions, starting with a rethinking of the relationship between human beings and nature. From different perspectives, including non-western as well as western, the course will investigate various inter-related issues ranging from ethical to metaphysical, including "Do we have an obligation to natural objects?" "If there should be an environmental ethic, what kind of ethic should it be?" etc. Students will have opportunities to develop and express their own views on these issues. Prerequisite: Senior standing. Permission for non-seniors should be directed to Professor Cathey, Chair, PHRS Dept. (Also RELG 310 and ISSI 410G.) (Three credits.)

312. Philosophy of Science. An investigation of the nature of scientific explanation, laws, theories, models, space and time, causality and indeterminism, the methodologies of the physical and social sciences, and the question of whether and how the rational growth of science is possible.

315G. Aesthetics. Examines perennial questions concerning beauty in works of art and nature, the attribution of value, the relation of aesthetic judgment and imagination to cognition and moral duty, and the impact of these matters on inquiries in related disciplines, i.e., linguistics, psychoanalysis, and religious studies. Prerequisite: Junior standing. (Three credits.)

320. Individualized Study. Directed research and writing in an area of special interest to the student. May be repeated for credit. (One to three credits.)

336. Poetics of the Self. An investigation of some questions that arise from an awareness of one's own self. The intent is to place the question "Who am I?" into a critically manageable context. Emphasizes discovery of the self and various strategies for making sense of who one is. Particular emphasis on love and on the need for models (plots, paradigms, myths) in defining our existence. Prerequisite: Senior standing. (Also Issues and Ideas 436.) (Three credits.)

411. Political Philosophy from Plato to the Present. A historical survey and

philosophical analysis of political theory from ancient Greece to the present. Includes works by Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Marx, and Mill. (Also Government 411 and Issues and Ideas 435.) (Three credits.)

412. Close Encounters in Political Philosophy. A focused study of selected issues, themes, thinkers, or schools of thought in political philosophy. May be repeated with permission of the instructor. (Also Government 412.) Three credits.)

450. Senior Project. A thorough examination of a topic in philosophical and/or religious perspectives and the composition of an extended essay involving in-depth research and analysis and/or synthesis under the individualized direction of a faculty member, or in a seminar. Required for philosophy and religious studies majors as the culminating experience of their program of study, and open only to senior majors (declared majors prior to April, 1995). Three credits.)

RELIGIOUS STUDIES

101G. Introduction to the Old Testament. An examination of the Hebrew Scriptures from historical, literary, cultural and theological perspectives. The primary focus is on reading the Old Testament in translation. No prior knowledge of the Old Testament, Judaism, or Christianity is required. (Three credits.)

108. Introduction to the New Testament. A study of first century Christian literature in its historical and cultural contexts. The course will focus on reading the New Testament in translation. The secondary focus is on the historical Jesus, Paul's epistles, and the Jewish framework of early Christian faith and practice in Hellenic-Roman culture. No prior knowledge of the New Testament, Judaism, or Christianity is required. (Three credits.)

203G. History of Christianity I: Origins to Reformation. A basic introduction to the historical narratives of the Christian religion and the origins of two of its three great traditions: the Catholic Church and Eastern Orthodoxy. The course will focus on the historical origins of Catholic and Orthodox institutions, teachings and practices. No prior knowledge of Christianity is required. (Three credits.)

204G. History of Christianity II: Reformation to Present. A basic introduction to the history of Christian thought and institutions since the Reformation. The course will focus on challenges to the authority of Christianity by secular forces created by the Renaissance, the Protestant Reformation, the religious wars, the rise of the nation-state, modern science, the Enlightenment, 19th century critical thought, and 20th century revolutions. A variety of Protestant, Catholic, and Orthodox responses to these challenges will be surveyed from 1517 to the present. No prior knowledge of Christianity is required. (Three credits.)

207G. Ethics: Philosophical and Religious. An introduction to philosophical and religious ethics as distinct yet inter-related ways of thinking critically about human action. The conversation and conflict between ethical frameworks which center on either human autonomy or divine authority will be explored. Issues include whether there are moral facts, natural laws, absolute rules, divine commands, human rights, virtues and vices, conscience, freedom, determinism, accountability, and the challenges of moral relativism. Specific moral issues may include sexual ethics, violence and peace, economic justice, environmental ethics, business ethics, race, gender, etc. (Also Philosophy 207.) (Three credits.)

210G. Judaism and Islam. A study of the origins, history, rituals, sacred writings, beliefs, practices, and modern developments

among the peoples called "Judaists" and "Muslims." Special attention is given to understanding similarities and differences between Judaism, Christianity, and Islam as monotheistic traditions which all trace their roots to Abraham and Sarah. (Three credits.)

213. Philosophy of Religions. How could we use the resources of philosophy to interpret, criticize, and appropriate religious claims to meaning, truth, and fulfillment? The course focuses on symbols of evil in Hellenism, Judaism, and Christianity as interpreted by Paul Ricoeur in *The Symbolism of Evil*. The interpretive schema developed by Ricoeur will be applied to Walker Percy's *Lancelot*, a novel about moral chaos in the New South. (Also Philosophy 213.) (Three credits.)

244G. The Politics of Islam. Examines different forms of Islamic revivalism as well as the basic political tenets of Islam. Puts current trends in historical perspective. (Also Government 244 and Issues and Ideas 444.) (Three credits.)

250. Special Topics. (One to three credits.)

300G. Philosophy and Religions of Asia. An introduction to the origins, histories, thought, practices, and developments of the great religions and philosophies of Asia. The course will study Hinduism, Buddhism, Confucianism, Shinto, Taoism, Zoroastrianism, Jainism, and Sikhism. Eastern philosophies will be explored in religious and cultural context. (Also Philosophy 300.) (Three credits.)

302G. History of the Middle East. A study of the tensions between tradition and modernity in the area, with emphasis on Islamic movements. This history of Arabic, Turkic, and Iranian peoples; the period of Ottoman rule; the impact of Western imperialism; and Zionist nationalism are examined. Attention is given to Soviet-American activities in the area and their relation to the political dynamics of the region. (Also History 302.) (Three credits.)

303G. History of India and South Asia. Emphasizes the Hindu and Muslim periods, the impact of British colonialism, the 20th century Nationalist movement, and the emergence of Pakistan. Attention is given to modern Hindu, Muslim, and Sikh religious-political movements. The efforts to institutionalize a secular democratic polity in India and to define an Islamic polity in Pakistan are considered. (Also History 303.) (Three credits.)

310. Environmental Ethics. An examination of ecological problems caused by human activities and possible solutions, starting with a rethinking of the relation-ship between human beings and nature. From different perspectives, including non-western as well as western, the course will investigate various inter-related issues ranging from ethical to metaphysical, including "Do we have an obligation to natural objects?" "If there should be an environmental ethic, what kind of ethic should it be?" etc. Students will have opportunities to develop and express their own views on these issues. Prerequisite: Senior standing. Permission for non-seniors should be directed to Professor Cathey, Chair, PHRS Dept. (Also PHIL 310 and ISSI 410G.) (Three credits.)

320. Individualized Study. Directed research and writing in an area of special interest to the student. May be repeated for credit. (One to three credits.)

405. The Future of Religions in the Twenty-First Century. An inquiry into the future of Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, and other religions in the next century. The impact of modernity and secularization on religions in the twentieth century will be discussed Possibilities for the renewal of

religious life in our "postmodern age" will be explored. (Three credits.)

450. Senior Project. A thorough examination of a topic in philosophical and/or religious perspectives and the composition of an extended essay involving in-depth research and analysis and/or synthesis under the individualized direction of a faculty member, or in a seminar. Required for philosophy and religious studies majors as the culminating experience of their program of study, and open only to senior majors (declared majors prior to April, 1995). (Three credits.)

479. Cosmology and Creation. An investigation, from Western and Eastern points of view, of the origin of the universe and our place in it, this course raises issues that confront most thinking people at some point in their lives. It will examine differing view points, such as myth and truth, creation and evolution, science and religion and critically study the contributions of scientists—both physical and biological, philosophers—ancient and modern, and theologians—traditional and non-traditional, and notice where these scholars interrelate and where they part company. (Also ISSI 479.) (Three credits.)

ISSUES AND IDEAS

ISSI 405. The Future of Religions in the Twenty-First Century. An inquiry into the future of Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, and other religions in the next century. The impact of modernity and secularization on religions in the twentieth century will be discussed Possibilities for the renewal of religious life in our "postmodern age" will be explored. (Three credits.)

ISSI 410. Environmental Ethics. An examination of ecological problems caused by human activities and possible solutions, starting with a rethinking of the relationship between human beings and nature. From different perspectives, including non-western as well as western, the course will investigate various inter-related issues ranging from ethical to metaphysical, including "Do we have an obligation to natural objects?" "If there should be an environmental ethic, what kind of ethic should it be?" etc. Students will have opportunities to develop and express their own views on these issues. Prerequisite: Senior standing. Permission for non-seniors should be directed to Professor Cathey, Chair, PHRS Dept. (Also PHIL and RELG 310.) (Three credits.)

ISSI 436. Poetics of the Self. An investigation of some questions that arise from an awareness of one's own self. The intent is to place the question "Who am I?" into a critically manageable context. Emphasizes discovery of the self and various strategies for making sense of who one is. Particular emphasis on love and on the need for models (plots, paradigms, myths) in defining our existence. Prerequisite: Senior standing. (Also Philosophy 336.) (Three credits.)

ISSI 479. Cosmology and Creation. An investigation, from Western and Eastern points of view, of the origin of the universe and our place in it, this course raises issues that confront most thinking people at some point in their lives. It will examine differing view points, such as myth and truth, creation and evolution, science and religion and critically study the contributions of scientists—both physical and biological, philosophers—ancient and modern, and theologians—traditional and non-traditional, and notice where these scholars interrelate and where they part company. (Also RELG 479.) (Three credits.)

PHYSICAL EDUCATION

Terry L. Glasgow, Professor, Chair
Roger D. Haynes, Lecturer
R. Kelly Kane, Instructor
H. Michael Olson, Jr., Instructor
Mia L. Smith, Lecturer

■**Physical Education Major (without teacher certification).** Each student majoring in physical education and not seeking teacher certification completes Physical Education 110; 131; 180; 190; 210; 212; 220; one course chosen from Physical Education 315 or 423; one course chosen from 316, 318, or 319; 421; 430; and 450.

■**Physical Education Major (with teacher certification).** Students who wish to be certified to teach physical education should refer to the education department section of the catalog. A teacher preparation program requires Physical Education 180; 190; 210; 211; 212; 220; 315; one course chosen from Physical Education 316, 317, 318, or 319; 325; 421; 423; 425; and 430. Students who complete this program qualify for the special K-12 certificate. Students who seek only high school certification should refer to the education department section of the catalog on secondary education.

Students with teaching majors in other content areas may select physical education as a second teaching field. Such students must complete Physical Education 210, 211, 212, 311, 315, 320, 420 (one semester hour), 423, and 430.

BASIC-SKILL COURSES

Each basic-skill course carries one credit, and a maximum of six credits in basic skills may be counted toward the degree. Credit for a particular course will be granted only once.

101. Fundamentals of Basketball. CR/NC.(One credit.)

102. Fundamentals of Volleyball. CR/NC. (One credit.)

105. Wrestling. CR/NC. (One credit.)

110. Physical Fitness. CR/NC. (One credit.)

111. Weight Training. CR/NC. (One credit.)

121. Beginning Bowling. CR/NC. (One credit.)

122. Beginning Golf. CR/NC. (One credit.)

123. Beginning Tennis. CR/NC. (One credit.)

131. Swimming. CR/NC. (One credit.)

132. Handball. CR/NC. (One credit.)

133. Racquetball. CR/NC. (One credit.)

134. Archery. CR/NC. (One credit.)

136. Badminton. CR/NC. (One credit.)

137. Lifeguard Training. CR/NC. (One credit.)

PHYSICAL EDUCATION COURSES

All courses 180 and above, with the exception of 420 and 450, are offered on alternate years.

180. Personal and Community Health. An examination of personal and community health problems and information concerning personal, family, and community health for prospective teachers of health. (Three credits.)

190. Foundations of Physical Education. An introduction to the profession emphasizing its history, principles, objectives, programs, and opportunities. (Three credits.)

210. Individual Sports. An analysis of the skills necessary to perform and teach selected individual sports. The student must demonstrate proficiency in each of the individual sports. (Three credits.)

211. Team Sports. An analysis of the skills, tactics, and strategies involved in basketball, volleyball, soccer, and softball with special emphasis on teaching the skill progressions in the respective sports. (Three credits.)

212. Rhythmic Activities. A study of the fundamentals of rhythms and of social, folk, and square dance. Emphasizes analysis of the skills and techniques of these rhythmic activities with special attention to methods of teaching them. (Two credits.)

220. Physical Fitness Concepts. A study of the role and value of physical fitness and exercise in the development of healthy bodies. Includes coverage of bodily responses to exercise, training principles, physical fitness evaluation techniques, and exercise program development. Participation in strenuous fitness activities is included. (Two credits.)

250. Special Topics. (One to three credits.)

311. Elementary School Physical Education. A study of the development of the physical education programs in the elementary grades. Emphasizes application of motor development principles to program content and methods of teaching physical education in the elementary school. (Three credits.)

315. Kinesiology. An analysis of the mechanics and anatomy of human motion. Prerequisite: Biology 204. (Three credits.)

316. Coaching of Volleyball and Softball. A study of the methods and techniques of coaching volleyball and softball. Emphasizes analysis of skills, team formation, and strategy. Nonmajors must have permission of the department chair to enroll. (Three credits.)

317. Coaching of Football. A study of the methods and techniques of coaching football. Offered in alternate years. Prerequisite: Nonmajors must have permission of the department chair to enroll. (Three credits.)

318. Coaching of Basketball. A study of the methods and techniques of coaching basketball. Offered in alternate years. Prerequisite: Nonmajors must have permission of the department chair to enroll. (Three credits.)

319. Coaching of Baseball and Track. A study of the methods and techniques of coaching baseball and track and field. Offered in alternate years. Prerequisite: Nonmajors must have permission of the department chair to enroll. (Three credits.)

320. Curriculum and Methods of High School Physical Education. A study of the methods of teaching physical education in secondary schools. Open only to teacher education candidates in physical education in secondary schools. May not be counted toward a major in physical education. (Also Education 320.) (Three credits.)

325. Athletic Training and First Aid. A study of athletic injuries and first aid emphasizing safety and precautionary techniques in athletics, physiological conditioning, diet, taping and bandaging, treatment, and rehabilitation. (Two credits.)

420. Independent Study. Developed with the guidance of the department chair. Arrangements must be made with the chair before a student may enroll. (One to three credits.)

421. Organization and Administration. A study of the administration of physical education, intramural, and athletic programs. Coverage also includes administrative theory and functions. (Three credits.)

423. Physiology of Exercise. A study of functional responses of the human body during movement with special attention to the elementary physiological principles underlying exercise and training. Includes laboratory. Prerequisite: Biology 204. (Three credits.)

425. Tests and Measurements in Physical Education. A study of tests and measurements used in physical education. Emphasizes the administration of tests and grading procedures. Open only to teacher education candidates in physical education. (Three credits.)

430. Adapted Physical Education. A study of physical education for the atypical student. Emphasis is on the study of various handicapping conditions and the role of exercise for those conditions. Open only to teacher education candidates in physical education. (Three credits.)

450. Problems in Physical Education. May include projects, internships, individual study, and other forms of independent study. Designed as the culminating experience for majors not seeking teaching certification. Prerequi-sites: Senior standing and approval of the department chair. (Three credits.)

PHYSICS

Rajkumar Ambrose, Associate Professor, Chair
Brad R. Trees, Assistant Professor

■**Physics Major.** The department major includes seven or more courses, no fewer than 28 semester hours, approved by the department. At least two courses must be at or above the 300 level and the student must complete the prerequisite mathematics courses (typically the calculus sequence through differential equations). Unless prior study or experience persuades the department to the contrary, students should expect to include Physics 130, 132, 134, 208, 210, 302, and 303 in their program. All juniors and seniors are expected to participate in the science seminar (Physics 350). Seniors must complete an independent study project.

■**Physics Minor.** The department minor requires five courses: Physics 130 and 132, two courses numbered above 200, and one course numbered above 300. The Physics 134 or 190 course may be substituted for a 200 level course.

■**Secondary Teaching.** A physics major can prepare for secondary level certification by completing the teacher education program as outlined by the education department.

103G. Astronomy. An introduction to the study of our universe—its structures and their origin and evolution. Topics include the earth, the moon, planets and stars and how they affect our lives. Simple laboratory experiments and telescopic observation are part of the course. (Four credits.)

130G. Introductory Physics I. Topics in classical mechanics, including kinematics, Newton's laws, work-energy principles, momentum and impulse, and rotational motion. Some differential calculus is used. Corequisite: Mathematics 151. (Four credits.)

132G. Introductory Physics II. Continuation of Physics 130. Topics include thermodynamics, electricity and magnetism, oscillatory motion, and waves. Differential and integral calculus used freely. Corequisite: Mathematics 152. (Four credits.)

134. Introductory Physics III. Continuation of Physics 132. Topics include physical optics, special relativity, and introductory quantum physics. (Three credits.)

190. Digital Electronics for Computer Science. An introduction to digital circuit design, both combinational and sequential, and their application in constructing digital instruments. Includes microprocessor and elementary assembly language. There is a strong laboratory component to this course. (Also Computer Science 190.) (Four credits.)

208. Classical Mechanics. An introduction to the study of particles and systems under the action of various types of forces. Includes harmonic oscillator, central force and Lagrangian formulation. This course makes elegant use of mathematical techniques in solving physical problems. Prerequisites: Mathematics 254 and Physics 132. (Three credits.)

210. Circuit Analysis. Introduction to the techniques of analyzing resistive, capacitive, and inductive circuits. Topics include Kirchoff's rules, Thevenin's theorem, node-voltage method, mesh-current method, properties of RL, RC, and RLC circuits. Offered in alternate years. Prerequisite: Physics 132. (Four credits.)

211. Analog Electronics. Topics include high and low pass filters, differentiators, integrators, detailed study of transistor circuits, operational amplifiers, comparators, Schmitt triggers, and oscillator circuits. There is a strong laboratory component to this course. Offered in alternate years. Prerequisite: Physics 132 or consent of the instructor. (Four credits.)

212. Optics. A study of geometrical and physical optics. Topics include optical instruments, interference, diffraction, dispersion, and topics in modern optics. Offered in alternate years. Prerequisites: Mathematics 254 and Physics 132 or consent of the instructor. (Four credits.)

250. Special Topics. (One to three credits.)

302. Quantum Mechanics and Atomic Physics. A study of atomic and molecular structure, integrated with an introduction to quantum mechanics. Topics include evidence for the atomic structure of matter, analysis of absorption and emission spectra, properties of the nonrelativistic Schrodinger equation, and its single-particle solutions for various force laws. Prerequisites: Mathematics 254 and Physics 208. (Four credits.)

303. Electricity and Magnetism. A detailed introduction to the principles of electrodynamics. Topics include electrostatics and magentostatics, both in vacuum and matter, and the development of Maxwell's equations to study electromagnetic fields. Prerequisites: Mathematics 254 and Physics 132. (Three credits.)

312. Quantum Mechanics II. Further development of the mathematical methods of quantum mechanics. Three-dimensional many-body problems are considered in greater detail. Topics include matrix formulation, perturbations, and introductory relativistic quantum mechanics. Prerequisite: Physics 302. (Three credits.)

325. Solid-State Physics. An introduction to solid-state physics, including crystal structure and the thermal, dielectric, and magnetic properties of solids. Topics include band theory and semiconductors,

phonons, and superconductivity. Offered in alternate years. Prerequisite: Physics 302. (Four credits.)

350. Science Seminar. An introduction to the literature of the physical sciences providing the student with the opportunity to prepare and present reports. Required of juniors and seniors majoring in chemistry, geology, and physics. Other students are invited to participate. May be repeated up to four credits. CR/NC. (One credit.)

356. Statistical Physics. An introduction to thermodynamics and statistical mechanics. Topics include entropy and temperature, Boltzmann distribution, chemical potential and the Gibbs distribution and Fermi and Bose gases. Offered in alternate years. Prerequisite: Physics 134 or consent of instructor. (Three credits.)

401. Senior Seminar. Special topics in physics. Prerequisites: Physics 210, 211 or 212, 303, and 325 or 356. (Three credits.)

420. Independent Study. An individual project in theoretical or experimental physics chosen by the student in consultation with the physics faculty. Prerequisites: Physics 208, 210, 302, and 303. (Four credits.)

POLITICAL ECONOMY AND COMMERCE

Michael L. Connell, Assistant Professor, Chair
Dianne Falgiani, Instructor
Richard Johnston, Assistant Professor
J. Rodney Lemon, Professor
William J. Wallace, Associate Professor
Andrew Weiss, Professor

The department of political economy and commerce offers three majors, namely, accounting, business administration, and economics; a minor in business; and the opportunity to specialize in management, finance, marketing, international business, or public management.

The department's focus, and hence its name, is a general approach to economic and commercial activity. The department emphasizes the study of business as concrete social and historical phenomena. An emphasis is also placed on the relationship between commercial activity and the social context which it creates and which influences it, and on the consequences of commercial and economic development in the modern world.

The department curriculum focuses upon how society is organized to produce goods and services. It is through this broader, more historical approach that the student gains a realistic perspective of modern business and the competitive global environment. The student gains the values, the principles, and the insight to weigh short-term versus longer-term profit, to weigh technical versus fundamental analyses.

Business majors are required to take courses in finance, accounting, quantitative analysis, marketing, and management plus supporting communicative skills from other departments. Economics majors study the

major areas of economic theory and econometrics. Accounting majors study a complete series of accounting theory. Yet, rather than the simple acquisition of technical skills, majors are also required to take courses which place these issues in a historical and institutional context; thus, the student learns to understand why the issues and techniques are important.

ECONOMICS

■**Economics Major.** The major program in economics consists of Economics 200; 300; 301; 371; 401; four courses chosen from Economics 310, 311, 320, 331, 340, 351, 360, 361, 370, 371, 380, 402, or 420; and Mathematics 106. Students planning on graduate study in economics are encouraged to complete a minor in mathematics or gain mastery of calculus.

■**Economics Minor.** The following courses are required for the minor: Economics 200, 300, 301, and three courses chosen from Economics at the 300 or 400 level.

120G. Contemporary Economic Problems. Interpretation and analysis of recent eco-nomic events, problems, and policy issues based upon economic principles. (Three credits.)

200G. Principles of Economics. Basic principles and processes in micro- and macro-economics are surveyed; production, market structures, consumption pattern, role of competition and prices; determinant of national income, employment, inflation, and exchange values and role of monetary and fiscal policy. (Four credits.)

300. Intermediate Price Theory. A rigorous analysis of the modern micro-economic theory of the behavior of the firm and the individual. Prerequisite: Economics 200. (Three credits.)

301. Intermediate Macro-economics. A detailed examination of the elements that determine the level of national income. Includes analysis of government fiscal and monetary policies. Prerequisite: Economics 200. (Three credits.)

310. Regulation and Legislation. Analyzes the forces leading to government regulation, the consequences of such regulation, detailed examination of several regulated industries and environmental policies. Prerequisite: Economics 200 or consent of the instructor. (Three credits.)

311. Labor, Unions, and Industrialization. An introduction to the institutional aspects of the American labor force and its organization, wage and employment theory, the economic role of collective bargaining, and the basic ingredients of public policy toward labor organizations. Prerequisite: Economics 200. (Three credits.)

320. Industrial Organization. Analysis of the firm and market structure, conduct, and performance. How market structure affects the conduct of firms, and how both structure and conduct affects firm and market performance. Special emphasis is placed on the relevance of this body of knowledge to the individual businessman. (Three credits.)

331. Political Economy of Development. A study of contemporary theories of the development of industrial societies which stresses the relationships among various social institutions within the society and among different nations. Prerequisites: Junior standing or permission of the instructor. Offered in alternate years. (Three credits.)

340. Economics and Law. Microeconomic examination of the social consequences of alternative legal rules including property rights, contract rights, tort liability rules and criminal law. Prerequisites: Economics 200 or consent of the instructor. (Three credits)

351G. Comparative Economic Systems. An analysis of the significant similarities and differences in the development, structure, operation, and policies of market-directed, controlled, and mixed economies—with special attention to significant characteristics in economies evolving in non-Western societies. Prerequisite: Economics 200 or permission of the instructor. (Three credits.)

360. International Trade and Finance. An analysis of the forces affecting, as well as the theory and policy of, international trade and finance. The international monetary system, balance of payments, tariff policies, trade practices, and trade organizations will be emphasized—as well as consequences for individual firms, multinational corporations, and govern-ment owned firms. Prerequisite: Economics 200 or consent of the instructor. (Three credits.)

361. History of Economic Thought. An examination of major contributions to thought and their significance for modern theory. Prerequisite: Economics 200 or consent of the instructor. (Three credits.)

370. Public Finance. An examination of the theory and practice of government expenditure, revenue, and debt; the problems of integrating these into a meaningful fiscal policy; and their effect on the distribution of income. Prerequisite: Economics 200 or consent of the instructor. (Three credits.)

371. Introduction to Econometrics. Single equation linear statistical models, estimation and hypothesis testing; serial correlation, heteroscedasticity; errors in variables; introduction to simultaneous equation models. Emphasis on interpretation and application of econometric models and methods. Offered in alternate years. (Three credits.)

380. Environmental Economics. Micro-economic analysis of environmental issues. Examines the environmental consequences of alternative forms of resource ownership and allocation methods. Prerequisites: Economics 200. (Three credits)

401. Economic Research Analysis. A capstone study for senior majors in which students choose a topic of inquiry, formulate hypotheses, review the literature, and empirically test their hypotheses and update the literature. (Three credits.)

402. Selective Seminars in Economics. Topics include regional and urban economics, economic development, mathematical economics, and advanced monetary policy. May be repeated for credit. (Three credits.)

420. Independent Study. May be repeated for credit. (One to three credits.)

BUSINESS ADMINISTRATION

■**Business Administration Major.** The following courses are required for the major: Accounting 213 and 214; Business Administration 110, 111, 211, 212, 305, 306, 307, and 405 or 406; and Economics 200 and 300 or 301; Mathematics 106; and three additional 300+ level courses from the offerings in business administration and economics. Students are encouraged, but not required, to enroll in advanced writing or communication courses, language at the intermediate level. Students planning to gain an MBA are encouraged to enroll in Calculus.

■**Business Administration Minor.** The following courses are required for the minor: Accounting 213 and 214; Business Administration 110 and 211; Economics 200; and two courses chosen from Business Administration 305, 306, or 307.

Honors Program in Business. By invitation and application, students prior to the Spring semester of their Junior year are selected for an honors program of participation, research, and presentation on

contemporary management and economic policy issues. This program involves a sequence of one-credit courses offered each of the students last three semesters at Monmouth.

110G. Evolution of Commercial Institutions. A survey and analysis of the historical development of the social institutions within which commercial activities occur from human prehistory through modern industrial societies. (Three credits.)

111G. Beverages; 112G. Agriculture; and 113G. Financial Institutions. Examination of the development of a given market or industry with emphasis on the characteristics of the major firms and customers that determine the industry's present structure and that reveal phenomena often encountered in business life. (Three credits.)

211. Quantitative Methods I. An introduction to decision analysis using spreadsheets and data management techniques, data analysis, and hypothesis testing of multivariate data through inferential statistics. Prerequisite: Mathematics 106. (Two credits.)

212. Quantitative Methods II. An introduction to design analysis using probabilistic and classical operations research techniques and through survey design and testing. Prerequisite: Business 211 or consent of the instructor. (Two credits.)

305. Administration and Organization. An examination of the modern enterprise from the perspective of its internal operations and the theory and practice of management. Prerequisites: Accounting 213, Business Administration 110 and 212, and Business Administration 111 or Economics 200. (Three credits.)

306. Business Finance. An introduction to the principles of financing business, integrated with a study of institutional finance. Covers current topics of managerial finance, including capital management, the management of working capital, capital budgeting, and the acquisition of funds. Prerequisite: Accounting 213. (Three credits.)

307. Principles of Marketing. A basic study of the ways in which businesses determine consumers' needs and direct the flow of goods and services. Case analyses are used to develop students' problem-solving abilities. Prerequisite: Economics 200. (Three credits.)

322. Business Law I. A brief introduction to the history, structure, and procedure of the American legal system and to tort and criminal law. Emphasizes the law of contracts and includes an exploration of the law of agency or property. (Three credits.)

325. Innovation and Change in Organizations. A study of the processes through which organizations change over time and the problems created by both intended and unintended changes. (Three credits.)

335. Mergers and Acquisitions. Examination of the financial, economic, organizational, and public policy considerations faced by firms making acquisitions or entering into mergers under the assumption that decisions in this area are influenced by financial, economic, and organizational analyses of the plan to determine profitability and a public policy analysis to determine legality. (Three credits.)

345. Globalization and Organization Change. Study of multinational business. Emphasis on how corporations have adjusted to and influenced trends to increased globalization. Distinctions are drawn between international and domestic business operations. (Three credits.)

350. Special Topics in Structures and Processes. May be repeated for credit. (Three credits.)

355. History of Managerial Thought. A study of various authors who have addressed the issue of organizing and administrating human activities in relationship to other aspects of social thought. Prerequisites: Junior standing, Business Administration 110 and 305, or permission of the instructor. Offered in alternate years. (Three credits.)

356. Investments and Portfolio Analysis. An introduction to security markets, security instruments, and speculation opportunities. Emphasizes portfolio management. Prerequisite: Business Administration 306. (Three credits.)

357. Marketing Management. A study of the roles played by pricing, promotion, product mix, and distribution strategies in achieving management goals. Includes extensive participation in a game simulating marketing-management situations and requiring team cooperation and the development of analytical skills. Prerequisite: Business Administration 307. (Three credits.)

367. Advertising. A study of a variety of mass promotion variables and techniques. Using an advertising campaign approach, students study both the strategy and tactics of advertising and integrate the concepts of promotion into a full advertising campaign. Prerequisite: Business Administration 307. (Three credits.)

375. Leadership and Politics in Organizations. A study of the relationship among leadership, politics, and authority in the creation, organization, and administration of the enterprise. Prerequisites: Junior standing; Business Administration 305, 306, and 307; Economics 300 or 301; or permission of the instructor. Offered in alternate years. (Three credits.)

382. Business Law II. A further study of business law tailored for the CPA. Includes study of trusts, estates, and property law and includes an introduction to the Uniform Commercial Code. Other topics include bankruptcy and insurance law. Prerequisite: Business Administration 322. (Three credits.)

400. Internship. An off-campus experience working in a professional managerial environment under the supervision of a mentor. Permission of instructor required. (Three credits.)

404. Seminars in Business. Includes such topics as operations/production management, marketing channels and futures markets, and human relations. Offered as announced in semester course schedules. (Three credits.)

405. Strategy and Structure. A study of the modern enterprise which focuses on the formulation and implementation of its strategy with particular attention to the relationship between the strategy and the larger society in which the enterprise operates. Prerequisites: Senior standing; Business 305, 306, 307, and Economics 300 or 301; or permission of the instructor. Offered each semester. (Three credits.)

406. Applied Business Strategy. Individually designed and structured problem-solving experience involving students working under faculty supervision with available (usually area) businesses (primarily small businesses) to develop and apply elements of sound business strategy. Prerequisites: Business 305, 306, 307, and Economics 300 or 301. (Three credits.)

410. Political Economy and Commerce Honors I. Participation in a joint student/faculty discussion of contemporary management or economic policy issues using political economy methodology and analysis. Spring semester of junior year. (One credit)

411. Political Economy and Commerce Honors II. Research on a contemporary management or economic policy issue using political economy methodology and analysis. Fall semester of senior year. (One credit)

412. Political Economy and Commerce Honors III. Leadership and presentation in joint student/faculty discussion of contemporary management or economic policy issues using political economy methodology and analysis. Spring semester of senior year. (One credit)

420. Independent Study. May be repeated for credit. (One to three credits.)

ACCOUNTING

The objective of the accounting program is to provide students with the ability to gain mastery of accounting principles and procedures. After an external review course, graduates do sit for and pass the Certified Public Accounting or Certified Managerial Accountant examinations.

■ **Accounting Major.** The following courses are required for a major in accounting: Accounting 213, 214, 303, 353, 354, 363, 374, and 403; Business Administration 110, 211, 212, 305 or 307, 306, and 322; Economics 200; and Mathematics 106.

■ **Accounting Minor.** The following courses are required for the minor in accounting: Accounting 213, 214, 304, 353, Business 322, and Economics 200 and one course from the following: Accounting 354, 363, 373, 374, or 383.

213. Financial Accounting. Introduction to financial accounting; the communication of relevant information to external parties. Includes the development of the accounting model, internal control, measurement processes, data classification and terminology, and the interpretation and use of financial statements. Prerequisite: Credit or registration in Business 211. (Three credits.)

214. Managerial Accounting. Introduction to managerial accounting. Includes the fundamentals of cost-volume-profit analysis, product costing, management reporting, and information for decision making. Also introduces budgets and standards for planning, control, and performance measurement. Prerequisite: Accounting 213. (Three credits.)

304. Accounting for Decision Making and Control. A study of the accounting concepts and quantitative methods (including cost accounting, cost-volume-profit, budgeting and performance evaluation) used to develop, analyze, and interpret accounting information for management decision making. Prerequisite: Accounting 214. (Three credits.)

353. Intermediate Accounting I. An in-depth analysis of the financial accounting process, focusing on the income statement, balance sheet, and asset accounts. Prerequisite: Accounting 214. (Four credits.)

354. Intermediate Accounting II. Continued in-depth analysis of the financial accounting process, focusing on the statement of change in financial position, and liability and shareholder equity accounts. Prerequisite: A grade of C or better in Accounting 353. (Three credits.)

363. Tax Accounting. Introduction to federal tax code provisions that affect individuals, partnerships, corporations, and trusts and reasons behind these laws. Prerequisite: Accounting 214.(Three credits.)

373. Advanced Accounting. Study of accounting principles and procedures related to special entities: multicorporate entities, governmental units, partnerships, and foreign transactions. Emphasis is on business combinations. Prerequisite: Accounting 354. (Three credits.)

374. Auditing. Examination of the standards, objectives, and procedures involved in the review of financial statements by independent auditors. Included is the evaluation of internal control. Prerequisites: Senior standing and Accounting 353. (Three credits.)

383. Accounting Information Systems. Study of the fundamentals of accounting system design including an analysis of accounting applications within functional areas of a firm, hardware and software applications, and the control of computerized accounting systems. Offered alternate years. Prerequisites: Accounting 214 and Business 212.(Three credits.)

403. Contemporary Accounting Issues. The capstone course. Analysis of current FASB issues and professional accounting literature. Prerequisites: Senior standing and major in accounting. (Three credits)

420. Independent Study. May be repeated for credit. (One to three credits.)

PSYCHOLOGY

William M. Hastings, Professor, Chair
Nancy A. Lariviere, Assistant Professor

PSYCHOLOGY MAJOR

A major in psychology can be achieved by either of two courses of study:

■**Preprofessional Emphasis.** The major in psychology with the preprofessional emphasis is most appropriate for those who wish to continue their study beyond the undergraduate level in psychology or some other science. It consists of the following Psychology courses: 101, 201, 202, 420, either 301 or 302, either 231 or 233, either 315 or 318, plus at least one more Psychology course. In addition, the preprofessional emphasis requires either Mathematics 151 or Computer Science 125, plus at least two more science courses from Biology, Chemistry, or Physics which must be approved by the Psychology Department.In addition the major must pass a senior comprehensive examination administered by the department.

■**General Psychology Emphasis.** Those expecting to use their psychology major in business, education, or human services without postgraduate study may wish a more general psychology emphasis. The major in psychology with a general emphasis requires the following Psychology courses: 101, 201, 202, 351, 420, either 335 or 340, 231 or 233, 315 or 318, plus three additional courses from outside psychology to be approved by the Psychology Department. Psychology 351, Independent Study, must involve an applied experience to be developed in consultation with the Psychology Department. It is expected that Psychology 351 and the non-psychology courses will be chosen in consultation with the academic advisor so as to complement the other psychology courses in forming an understanding of

psychology as an applied or human services discipline.In addition the major must pass a senior comprehensive examination administered by the department.

PSYCHOLOGY MINOR

A minor in psychology consists of at least five courses in psychology including Psychology 101 and Psychology 201. A grade of C- or higher is necessary in all courses applied to the minor.

101G. Introduction to Psychology. An examination of the scientific study of psychology. Lecture sessions emphasize current concepts in the biological roots of behavior, learning, perception, human memory, social behavior, developmental psychology, psychopathology, and applied psychology. Laboratory sessions stress the application of statistical and quantitative interpretations of data and the application of scientific methods to the study of human and animal behavior. (Four credits.)

201. Research Methods I: Design and Analysis. An introduction to the scientific method as applied in the social and behavioral sciences. Topics include descriptive and inferential statistics, the design and analysis of experiments, and the drawing of logical conclusions from behavioral data. Includes laboratory. Prerequisite: Mathematics 106 and Psychology 101. (Four credits.)

202. Research Methods II: Synthesis and Communication. A continuation of Psychology 201. An introduction to the methods involved in behavioral research. Includes the logic, preparation, and design of controlled experiments. Emphasis is placed on the interpretation of data and the communication of results. Experience is gained in literature search and writing reports using appropriate style and format. Includes laboratory. Prerequisites: Mathematics 106 and Psychology 101 and 201. (Four credits.)

231. Developmental Psychology. An exploration of the ways in which physical growth, intellectual activity, and social behavior change with age. These changes are viewed through the life span of the individual and include biological and cultural determinants. Particular emphasis is given to prenatal and child development. Prerequisite: Psychology 101. (Three credits.)

233. Social Psychology. A study of humans as complex social beings, the development of individual differences, and the effects of society in shaping persons. Topics include attitudes and attitude change, the formation of the self-concept, emotional experience, prejudice, group dynamics, and social norms and values. Prerequisite: Psychology 101. (Three credits.)

250. Special Topics. A study of a subject of special interest. Topics may include humanistic psychology, drugs and behavior, the psychology of language, and the application of psychology to community issues. Prerequisite: Psychology 101 and consent of instructor. May be repeated for credit. (Three credits.)

272. Psychology of Women. An introduction to the discipline of the psychology of women. Topics covered include: development of gender-typing, gender comparisons, sexuality, women and work, and violence against women. Another aim of this course is to explore the ways that race, ethnicity, class, sexual orientation, and age modify women's experiences. Prerequisite: Psychology 101 or consent of instructor. (Three credits.)

301. Experimental Psychology. A study of the application of psychological research principles to major current areas in psychology including learning, motivation, perception, sensation, and cognition. Includes laboratory. Prerequisite: Psychology 202 and consent of instructor. (Four credits.)

302. Advanced Topics in Psychology. The experimental investigation of selected topics in psychology. Includes laboratory. Prerequisite: Psychology 202 and consent of the instructor. May be repeated for credit. (Four credits.)

315. Learning and Motivation. The study of the general principles of learning and behavior change. Topics include classical and instrumental conditioning, extinction, biological and social motives, and the relation between performance and motivation. Prerequisite: Psychology 101 and consent of instructor. (Three credits.)

318. Biopsychology. This course emphasizes understanding the function of the brain and its relation to behavior. Topics include the biochemistry of neural conduction and synaptic transmission, the physiology of sensation and movement, the biochemistry of learning and memory, and mechanisms of action of psychoactive drugs. Prerequisite: Psychology 101, or Biology 101. (Three credits.)

335. Abnormal Psychology. A study of the origins, symptoms, and classification of mental illness, including the study of anxiety disorders, mood disorders, and schizophrenia. Includes comparisons among the various biological and psychological approaches to therapy. Prerequisite: Two psychology courses or consent of the instructor. (Three credits.)

340G. Personality. A theory-oriented exploration of human differences and similarities. Covers psychodynamic, humanistic, and behavioristic models. Topics include the role of the family in generating individual personality differences, the role of cross-cultural variables, and the role of small groups and immediate social-environmental factors in shaping personality. Prerequisite: Junior standing. (Three credits.)

350. Special Topics in Psychology. A seminar on selected topics in psychology permitting in-depth analysis of an important psychological problem or phenomenon. Prerequisites: Psychology 101 and 201, or consent of the instructor. May be repeated for credit. May be repeated for credit. (Three to four credits.)

351. Independent Study. Directed individual study in an advanced area of psychology. The student selects a topic in consultation with a member of the faculty. Prerequisites: Junior standing and consent of the instructor. May be repeated for credit. (Three credits.)

420. Research Seminar. The development and completion of a major research project during the senior year. The students will read and critique their own and other research literature, conduct and report a literature survey, and conduct and report their research project. The senior comprehensive examination is administered. Prerequisites: Psychology 101, 201, and senior standing, and consent of the instructor. (Three credits.)

SOCIOLOGY

Carolyn Tyirin Kirk, Professor, Chair
Steven L. Buban, Professor

■**Sociology Major.** A major in sociology consists of nine courses in the department, including Sociology 202; 203; a minimum of four courses at the 300 level (excluding 320); and 420. In addition, Mathematics 106 must be taken prior to Sociology 202. The departmental requirements allow for considerable flexibility to meet the individual student's needs. For example, for those students interested in pursuing a career in which field experience at the undergraduate level is recommended, Sociology 406 (Urban Studies) or 420 (Senior Seminar) can be designed to include an internship with an appropriate organization. Those students interested in seeking teacher certification should also consult with the education department. All individual programs leading toward the major, however, must be approved by the sociology department.

■**Sociology Minor.** A minor in sociology consists of five courses in the department, including Sociology 202; 203; and a minimum of two courses at the 300 level (excluding 320). In addition, Mathematics 106 must be taken prior to Sociology 202.

101. Introduction to Sociology. A review of basic concepts, theories, and principles used in analyzing human behavior in social contexts. (Three credits.)

102. Social Problems. An introductory survey of selected contemporary social problems using some of the major concepts of sociology. (Three credits.)

202. Theory and Methods I. An introduction to specific theoretical perspectives, methodological approaches, research techniques, and data analysis. Includes a two-hour laboratory. Prerequisite: Mathematics 106. (Four credits.)

203. Theory and Methods II. A continuation of Sociology 202. Includes a two-hour laboratory. Prerequisite: Sociology 202. (Four credits.)

250. Special Studies in Sociology. An examination of selected problems and issues from a sociological perspective. May be repeated for credit. (Three credits.)

320. Independent Study. Independent study in an area of sociology directed by a member of the department. May be repeated for credit. (One to three credits.)

327G. Sociology of Medicine. An analysis of social processes and structures as they bear on the development and definition of disease, the seeking of care, the training and behavior of practitioners, and the overall health-care delivery system. (Three credits.)

341G. Urban Sociology. An introduction to the city, focusing on distinctive aspects of urban life and the relationship of the city to its physical environment, other cities, and the larger society. (Three credits.)

343. Population. An introduction to population studies and demographic analysis. Topics include the social determinants and consequences of fertility, mortality, and migration and the social ramifications of various population policies. (Three credits.)

345. Class, Status, and Power. An evaluation of general theories of stratification and an analysis of stratification, class consciousness, and social mobility in industrial societies. (Three credits.)

347G. Gender, Race, and Ethnicity. Examination of the interrelationships among gender, race and ethnicity within the contexts of class and power in society. (Three credits.)

351. Criminology. An analysis of the social bases of law, the application of law, types of crime, theories of crime, and societal responses to crime. (Three credits.)

353. Social Interaction. An analysis of elementary social relationships emphasizing their development, maintenance, and transformation. Includes observation of interaction in laboratory and nonlaboratory settings. (Three credits.)

355. Social Movements. An analysis of relatively non-institutionalized forms of group behavior with primary emphasis on social protest. Substantive focus typically includes the U.S. Civil Rights Movement and the Feminist Movement. (Three credits.)

406. Urban Studies. An intensive, off-campus, living experience within the urban community of Chicago. Offered as part of the Urban Studies program of the Associated Colleges of the Midwest. (16 credits.)

420. Research Seminar. A seminar in which each participant conducts a research project involving a review of the literature, research design, data collection and analysis, and written and oral presentations of the findings. The project is the culminating experience of the major program in sociology. (Three credits.)

SPEECH COMMUNICATION AND THEATER ARTS

William J. Wallace, Associate Professor, Chair
James L. De Young, Professor
Lee A. McGaan, Professor
Shawn J. Parry-Giles, Assistant Professor
Trevor Parry-Giles, Instructor
Douglas B. Rankin, Assistant Professor

■**Speech Communication and Theater Arts Major.** A major in Speech Communication and Theater Arts consists of 30 semester hours, including Speech Communication and Theater Arts 101, 206, and 450. In addition, majors must take at least three semester hours from each department area (communication, media, and theater). All majors are also expected to accumulate at least three semester hours in Speech Communication and Theater Arts 100/200 level workshops as part of their major program. Students working toward secondary teacher certification should confer as early as possible with the chairs of the speech communication and theater arts and education departments to ensure that their program will meet state standards. (Note: Secondary certification in a "primary teaching field" requires a minimum of 32 semester hours.)

■**Speech Communication and Theater Arts Minors.** The following programs are currently available from the department:

1. General Speech Minor. At least 15 semester hours, including 110 and 221, with at least six semester hours at the 300 or 400 level.
2. Public Communications Minor. At least 15 semester hours, including 450, with at least two 300 or 400 level courses to be chosen from: 204, 205, 208, 301, 302, 306, 420, or 423.
3. Mass Media Minor. At least 15

semester hours, including 450, with at least one 300 or 400 level course to be chosen from: 123, 221, 223, 225, 321, 420, or 423.

4. Theater Arts Minor. At least 15 semester hours with at least two 300 or 400 level courses to be chosen from: 110, 111, 113, 212, 213, 314, 315, 316, 317, 413, or 420.

101G. Fundamentals of Speech Communications. A practice-oriented introduction to the forms of speech, including interpersonal, small-group, and public communication. Offered each semester. (Three credits.)

103. Communications: Workshops. Staff-supervised participation in communications. Open to all students. May be repeated for credit. CR/NC. (One credit.)

110G. Introduction to Theater and Cinema Appreciation. A course designed to give the beginning student a critical platform on which to base his or her own evaluation of plays and films. Selected reading of playscripts, film scenarios, and general criticism is supplemented by planned viewing experiences in both art forms. Offered each year. (Three credits.)

111G. Introduction to Technical Theater. A study of the basic elements of technical theater, including stagecraft, lighting, properties, and makeup. Includes laboratory. Offered each year. (Three credits.)

113G. Theater Arts: Workshops. Staff-supervised participation in theater arts. Open to all students. May be repeated for credit. CR/NC. (One credit.)

123. Electronic Media: Workshops. Staff-supervised participation in electronic media. Open to all students. May be repeated for credit. CR/NC. (One credit.)

126. Print Media: Workshops. An introduction to the print media, covering the basic elements of journalism. Students will participate as staff reporters on the Oracle, the college's student newspaper. Open to all students. May be repeated for credit. (Also English 126.) CR/NC. (One credit.)

203. Communications: Advanced Workshops. A continuation of Speech Communication and Theater Arts 103 with advanced work and/or a position of responsibility in communications. Primarily for upperclass majors. Prerequisite: Speech Communication and Theater Arts 103 or consent of the instructor. May be repeated for credit. (Two credits.)

204. Interpersonal Communications. An examination of the verbal and nonverbal features of face-to-face communication in everyday life, social interaction, professional activity, and in our culture as a whole. Attention is given to language as a cultural system and as a meaning system, communication as behavior, relationship development, and communication systems and effects. Emphasis is placed on understanding theory, systematically observing communicative behavior, analysis of communication situations, and skill improvement. Offered in alternate years. Prerequisite: Speech Communica-tion and Theater Arts 101. (Three credits.)

205. Persuasion. A study of the classic concepts of persuasion in relation to modern theories of how people effect changes in others' beliefs, attitudes, and behavior. Includes opportunities to prepare and present persuasive efforts. Offered in alternate years. Prerequisite: Speech Communication and Theater Arts 101. (Three credits.)

206. The Vocal Instrument. A study of sound transfer, language, and vocal production from psychological and physiological points of view. Individual projects are arranged to assist students with voice development and communication research skills. (Three credits.)

208. Advanced Public Speaking. A performance-oriented course focusing upon the preparation and presentation of public messages. Includes classical and contemporary rhetorical theory, models of successful speakers, various forms of presentation (informative, persuasive, and entertaining), and directions for practice. Offered each year. Prerequisite: Speech Communication and Theater Arts 101 or consent of the instructor. (Three credits.)

212G. Beginning Acting. An introduction to the art and history of stage acting combined with practical exercises and performances of short scenes. (Three credits.)

213. Theater Arts: Advanced Workshops. A continuation of Speech Communication and Theater Arts 113 with advanced work and/or a position of responsibility in theater arts. Primarily for upperclass majors. Prerequisite: Speech Communication and Theater Arts 113 or consent of the instructor. May be repeated for credit. (Two credits.)

221G. Mass Media and Modern Society. An inquiry into the mass media of our time (print, film, radio, television, etc.), including study of the forces which created them and the effects they have on society. Special attention is given to theories of mass communication and the medium of television. Offered each year. (Three credits.)

223. Electronic Media: Advanced Workshops. A continuation of Speech Communication and Theater Arts 123 with advanced work and/or a position of responsibility in electronic media. Primarily for upperclass majors. Prerequisite: Speech Communication and Theater Arts 123 or consent of the instructor. May be repeated for credit. (Two credits.)

225. Radio Broadcasting. A survey of the historical development of and operational and management trends within broadcasting combined with practical training in announcing techniques, copywriting, editing, and program planning. Prerequisite: Speech Communication and Theater Arts 221 or consent of the instructor. (Three credits.)

226. Print Media: Advanced Workshops. A continuation of Speech Communication and Theater Arts 126 with advanced journalism work and individual study with the instructor. Prerequisite: Speech Communication and Theater Arts 126 or consent of the instructor. May be repeated for credit. (Also English 226.) (Two credits.)

250. Special Topics. (Three credits.)

301. Organizational Communication. An analysis of organizational communication theories and methods and study of organizational climate, motivation and leadership, and patterns of miscommunica-tion within organizations. Includes practice in forms of communication used in business. Offered each year. Prerequisite: Speech Communication and Theater Arts 101. (Three credits.)

302. Small Group Communication. A study of task-oriented, small-group communication emphasizing effective organization, participation, and leadership. Methods of correcting specific problems that may hinder small groups are explored. Includes opportunities to participate in and analyze small-group interaction. Offered alternate years. Prerequisite: Speech Communication and Theater Arts 101. (Three credits.)

306. Argumentation. An introduction to how logical arguments are structured and analyzed. Includes development of abilities in composing logically valid messages and avoiding fallacies. Emphasis is placed on what makes arguments strong and effective. Portions of the course will be devoted to how arguments are used in various fields (e.g., law, journalism, science, history, or politics). Frequent in-class, written and oral practice will occur. Offered alternate years.

Prerequisite: Speech Communication and Theater Arts 101. (Three credits.)

314. Scenery and Lighting Design. A study of the basic elements of scenery and lighting design. Combines readings in design theory with practice in drafting, plotting, rendering, and model building. Offered in alternate years. Prerequisite: Speech Communication and Theater Arts 111. (Three credits.)

315. Principles of Stage Directing. A study of the practical and theoretical elements of directing for the serious student of performance. Readings in theory are combined with exercises in analysis, pictorial composition, movement, and production organization. Offered in alternate years. Prerequisites: Junior standing and Speech Communication and Theater Arts 110, 111, 212 or 314. (Three credits.)

316G. The Classical Theater. A survey of Western theater from ancient Greece to 1800. Emphasizes the evolution of dramatic literature, production elements, theater architecture, and audience composition. Offered in alternate years. (Three credits.)

317G. The Modern Theater. A survey of Western theater from 1800 to the present. Emphasizes the evolution of dramatic literature, production elements, theater architecture, and audience composition. Offered in alternate years. (Three credits.)

321. Television Production. An introduction to the fundamentals of television, including the handling of cameras and switching equipment, scriptwriting, graphics, and production techniques. Laboratory exercises focus on preparing actual programs. Prerequisites: Junior standing and Speech Communica-tion and Theater Arts 111, 225, 314 or 315. (Four credits.)

401. Seminar in Speech Communication and Theater Arts. A seminar centered on a problem or topic as announced before each offering. Designed for juniors and seniors. Prerequisite: Consent of the instructor. May be repeated for credit. (Three credits.)

403. Internship in Communications. An experience designed to allow the student to use in the field concepts and ideas developed during major study and to help prepare the student for employment. Prerequisites: Junior standing and prior approval of the department. May be repeated for credit. (Three to nine credits.)

413. Internship in Theater Arts. An experience designed to allow the student to use in the field concepts and ideas developed during major study and to help prepare the student for employment. Prerequisites: Junior standing and prior approval of the department. May be repeated for credit. (Three to nine credits.)

420. Independent Study. A faculty-directed program of individual study consisting of reading, research, or creative performance. May be repeated for credit. (One to six credits.)

423. Internship in Electronic Media. An experience designed to allow the student to use in the field concepts and ideas developed during major study and to help prepare the student for employment. Prerequisites: Junior standing and prior approval of the department. May be repeated for credit. (Three to nine credits.)

424. Internship in Print Media. An experience designed to allow the student to use in the field concepts and ideas developed during major study and to help prepare the student for employment. Prerequisites: Junior standing and prior approval of the department. May be repeated for credit. (Three to nine credits.)

430. Methods of Teaching Speech Communication and Theater Arts. A

detailed study of the special problems that face the secondary-school teacher of speech communication. Includes special attention to the development of criticism of oral assignments and the operation and organization of cocurricular activities in speech and theater. Offered as needed. Co-prerequisite: Education 340. (Three credits.)

450. Seminar: Freedom of Expression and Communication Ethics. A study of the foundations of freedom of expression and communication ethics in our society. Major historical documents pertaining to the freedom of communication and the moral and ethical base of communication will be reviewed. The continuing tension between artistic freedom and censorship will also be examined. Historical materials will be applied to current points of contention in the arts, business, media, and politics. Culminating experience required of all majors. Offered each year. Prerequisite: Senior speech communication and theater arts major or minor, or consent of the instructor. (Three credits.)

WOMEN'S STUDIES

Stacy A. Cordery, Assistant Professor, Coordinator

Women's studies includes the careful consideration of feminist theories and perspectives and the examination of gender inequalities and issues. The multidisciplinary approach emphasizes the breadth of disciplines in which feminist criticism is taken seriously.

■**Women's Studies Minor.** A minor consists of 15 to 17 credits. Women's Studies 201 and 401 are required of all minors. Students with particular interests may choose to take Women's Studies 320.

201. Feminism. An introduction to Western feminist thought and the study of women's roles and status in society. Also evaluates present knowledge about women, questions stereotypes, reinforces the value of the content of women's everyday lives, and promotes awareness and research. (Three credits.)

320. Independent Study. Independent study in an area of women's studies directed by a member of the faculty. Prerequisites: Women's Studies 201 and approval of the instructor and the Women's Studies coordinator. (One to three credits.)

401. Women, Justice and Equality. A seminar in which participants will read and discuss historical statements that have had a profound effect on the feminist struggle for equality and justice. In addition, participants will engage in individual research, chosen in consultation with the instructor, in which the research topics will provide the basis for additional readings in common. Prerequisites: Women's Studies 201.

Art 306. Women, Art, and Feminism.

Classics 210. Ancient Literature (when appropriate).

Classics 240. Ancient Society.

English 260. Literature of Feminism.

English 348. English Novel (when appropriate).

Government 244. The Politics of Islam (Also Issues and Ideas 444 and Religious Studies 244).

History 330. Biography and U. S. History (when appropriate).

History 370. Women in U. S. History.

Issues and Ideas 426. Feminist Approaches to Literature and Society.

Issues and Ideas 444. The Politics of Islam.

Psychology 272. The Psychology of Women.

Sociology 343. Population.

Sociology 347. Gender, Race, and Ethnicity.

Sociology 355. Social Movements.

HONORS PROGRAM

Honors Committee:
David Suda, Professor of Humanities, Coordinator
Robert A. Cathey, Assistant Professor of Philosophy and Religious Studies
Farhat Haq, Associate Professor of Government
Nancy A. Lariviere, Assistant Professor of Psychology
Brad R. Trees, Assistant Professor of Physics

The Honors Program at Monmouth College is intended for a select group of well-qualified students and incorporates a variety of special courses germane to liberal education. The Program is designed to reinforce and extend the perspectives of the General Education curriculum, but it does not substitute for it. Each of the courses is distinctive and may not be cross listed for credit in other departments. The first course in the Program, which is a critical and interdisciplinary inquiry into the theme of the human condition, serves both to extend the issues raised in Freshman Seminar and to introduce the perspectives of various branches of intellectual inquiry. In the middle section of the Program students pursue in-depth examinations of the thought and work of figures and of events, movements, and ideas instrumental in shaping our world. Finally, students enroll in a specially designed senior level course that serves as a canopy for the Program.

Acceptance into the Program is determined competitively and normally occurs at the end of the first semester of the freshman year. Sophomores, juniors, and transfer students may also seek admission. Their applications will be considered on an individual basis. To be recognized as a Honors Graduate, students must have at least 18 semester hours, including Honors I and II, attain at least a B- in each course, and graduate with a 3.5 g.p.a. A participant in an officially sanctioned ACM-GLCA off-campus study program may be released from one Honors 210 course. Possible release from the Senior Year Honors Course because of Off Campus program attendance will be negotiated on a case by case basis with the Honors Committee.

Courses are reserved initially for Honors students. If space is available, others may enroll with the consent of the instructor.

110. Honors I. Students and instructor engage in a critical discussion of selected texts and issues related to the theme of the human condition with special emphasis applied to creativity and change. Under the guidance of guest instructors from different branches of learning, students pursue critical inquiry from a comparative and interdisciplinary perspective. (Three hours.)

210. Selected Topics. A critical examination of a seminal figure, event, movement, or idea recognized as significant in shaping our collective history. A minimum of four courses is required. (Three hours each.)

410. Honors II. The capstone course attempts to synthesize the students' intellectual experiences as well as to anticipate conditions and ideas for the future. Prerequisite: Senior standing. (Three hours.)

OFF-CAMPUS PROGRAMS

Monmouth College offers students an exceptional variety of opportunities to enhance their educational experience in off-campus study, both in this country and overseas. Most of these are offered under the auspices of the Associated Colleges of the Midwest (ACM) or the Great Lakes Colleges Association (GLCA). While some programs require proficiency in a foreign language, most do not. Applications are competitive and students must make application to the Curriculum Committee. Details are available from the coordinator of off-campus programs at the College.

■ACM London and Florence: Arts in Context

The London and Florence program provides a cultural comparison of two prominent Renaissance cities through their respective contributions to the arts. Participants consider art, architecture, and theatre in their historical and political context. Visits to museums, galleries and the theatre, short trips to other areas of England and Italy, and discussions with local scholars supplement course work in art, architecture, drama, Italian language, and history or literature. Students spend eight weeks in each city and enjoy a week long mid semester break. An optional intensive course in Italian language is offered every January in Florence. (Three semester credits.)

■Chicago Semester in the Arts

The Chicago Semester in the Arts program provides an intensive exposure to the dynamic arts scene of a major American city. Besides attending a range of cultural events, students interact with Chicago's artists through an interdisciplinary core course, a specialized topic seminar, an internship and an independent study program. The internship might be with a theater, dance company, gallery, orchestra, publishing firm, arts service organization, or individual artist. Not limited to arts majors, the program benefits all students with a serious interest in the arts. (16 semester hours.)

■Chinese Studies

The Chinese Studies program offers an academic year or a semester of study in Hong Kong, a center for research and analysis of contemporary China as well as a focal point for business, banking, journalism, and governmental agencies operating throughout East Asia. Enrolled at The Chinese University of Hong Kong, students choose Mandarin or Cantonese language instruction, as well as elective courses ranging from contemporary Chinese political thought to traditional painting and calligraphy. There is also opportunity for independent study projects, either library-based or field-oriented. At the university, students live in dormitories with Chinese roommates. An ACM/GLCA program. Opportunities for study in Mainland China for students with one to two years of Chinese are also available and offered by the Council on International Educational Exchange, of which ACM is a member. (30 to 36 semester hours.)

■Czech Program

Combining its rich cultural heritage, the emerging revival of democracy, and a struggle for economic success, the Czech

republic mirrors much of East and Central Europe in its variations and uncertainties. With much of its ancient architecture intact and a topography of dramatic, contrasting beauty, the country offers tremendous opportunities to learn. The program is based at Palacký University in Olomouc, the historic capital of Moravia. It includes intensive language training and course work, field trips, and housing with Czech students in university dormitories. Courses cover Czech history, contemporary socio-political issues, environmental concerns, and Czech literature and culture. An ACM/GLCA program. (16 semester hours)

■Florence

Students interested in art, history, Romance languages and the humanities will find that the Forence program provides an excellent opportunity to study Renaissance painting, sculpture, architecture, history, and literature. Italian language instruction and courses providing a broad perspective on Italian contributions to world civilization facilitate the study of Florentine artistic and cultural heritage. A studio art course is also offered. Visits to museums and galleries, short field trips to other cities throughout Italy, and discussions with local scholars supplement course work. Stays in Italian homes enriches the students' awareness of modern Italian life as well as the academic study of Italian Renaissance culture. (16 semester hours.)

■India Studies

The Indian subcontinent, home to almost one-sixth of the world's population, provides a rich and complex background for the study of non-Western civilization. After an intensive 10-week orientation term, including language study, at one of the ACM colleges, India Studies program participants spend six months in Pune living with Indian families. At once traditional and highly industrialized, Pune is an excellent place to observe the interaction of tradition and modernity that characterizes India today. Students are enrolled at the Tilak Maharashtra Vidyapeeth, where they continue language instruction, choose four other courses, and complete the independent study projects begun during orientation. In addition to the formal academic program, a variety of extracurricular activities is available: music and dance recitals, field trips to nearby cultural sites such as the Ajanta and Ellora caves, and religious festivals. (Equivalent to one full year's work on the home campus; orientation, one-third; overseas program, two thirds.)

■Japan Study

Students spend the academic year at Waseda University's International Division in Tokyo after a summer orientation, including intensive language study in a mountain village setting. In addition to required language study, electives may be chosen from a wide range of Asian studies courses taught in English. A family living experience in Tokyo provides an informal education in Japanese culture and is in many ways the dominant feature of the program, offering total immersion in the Japanese way of life. In March, a rural stay lets students experience another type of Japanese life for three weeks. A GLCA/ACM program. (Students may earn a full academic year's credit.)

■Newberry Library in the Humanities

One of America's great research libraries provides the setting and resources for this program. Students attend seminars, meet with resident scholars, and conduct their own research of selected topics using the Newberry Library's outstanding collections. In addition to the semester long fall seminar, students may enroll in one-month seminars on selected topics during winter and spring. Students may also pursue independent study under the direction of faculty from their own colleges. An ACM/GLCA

program. [16 semester hours or the equivalent (fall seminar); equivalent of one course (short-term seminars); variable credit for independent study and tutorials.]

■Oak Ridge Science Semester

The Oak Ridge Science Semester is designed to allow qualified undergraduates to study and conduct research in a prestigious and challenging scientific environment. As members of a research team working at the frontiers of current knowledge, participants engage in long-range investigations utilizing the facilities of the Oak Ridge National Laboratory (ORNL) located near Knoxville, Tennessee. The majority of a student's time is spent in research with an advisor specializing in biology, engineering, mathematics, or the physical or social sciences. Students also participate in an interdisciplinary seminar designed to broaden their exposure to innovations in their major field as well as related disciplines. In addition, each student chooses one elective from among a variety of advanced courses. The academic program is enriched in informal ways by guest speakers, departmental colloquia, and the special interests and expertise of the ORNL staff.A GLCA/ACM program. (16 semester hours.)

■ Russia Semester

The enormous political, social and economic changes taking place in Russia provide a fascinating environment for this program which combines intensive study of the Russian language with an introductory course focused on Russian society. Exposure to contemporary Russian life is featured in coursework, field trips, individual projects and travel. The program is based at Kuban State University in Krasnodar, a regional center of 700,000 people; the city's relatively relaxed atmosphere permits more contact between American and Russians than is usually found on programs in Russia. Most students choose to live with Russian families, though students may also live in university dormitories. An ACM/GLCA program. (16 semester hours)

■Studies in Latin American Culture and Society

Studies in Latin American Culture and Society (fall only) is an interdisciplinary program for students seeking a comprehensive understanding of life in Latin America and wishing to develop facility in the Spanish language. This program, focusing on the humanities and social sciences, is planned to take full advantage of its Costa Rican setting. Course work in language, literature, geography, anthropology, politics and cultural change provides insights which are reinforced by group field trips and a two-week period of individual field work in the rural areas. Language study is stressed as the key to in-depth understanding of the culture. In San Jose and its environs, students live with families both to improve their language ability and to enable continuous, personal involvement in the life of a Latin American community. (16 semester hours.)

■Tropical Field Research

The Tropical Field Research program (winter/spring) is designed for advanced work in the social and natural sciences. Independent research in the humanities is also encouraged. Costa Rica supports an extraordinary variety of plant and animal life and provides rich research opportunities for students of tropical biology and ecology. An equally broad range of research topics is available for students of anthropology, archaeology, economics, geography, geology, history, political science and sociology. Students prepare for their research during a month-long orientation which includes intensive language training and a review of field work methodology. Their field study may be integrated with an ongoing project or may be undertaken independently under the supervision of a faculty advisor. (16 semester hours)

■Urban Education

The Urban Education program offers student teaching internships, a summer sequence of courses leading to bilingual or English as a Second Language (ESL) certification, and an intensive one month course in December and January on multi-cultural awareness and global awareness or on language teaching.

Chicago offers exceptional opportunities for students interested in education and educational issues. The diversity of communities served by Chicago schools provides a rich setting in which interns learn from working with people who represent cultures and languages from all over the world. Moreover, the variety of educational programs operating within the metorpolitan area enables students to work in virtually any kind of school.

Placements are made in public, private or alternative schools. Students can work in traditional or progressive, city or suburban, multilingual or monolingual, regular or special education, magnet or neighborhood schools. Seminars focus on the social, political, and economic factors that influence systems as well as the impact of schools on students, teachers, and communities. Coaching and supervision emphasize collaborative approaches for developing effective teaching strategies in any setting.

The course, "Dimensions of Multiculture," explores the meaning of cultural identification and its impact on children's learning. The course serves candidates for bilingual certification, foreign students wanting to develop a deeper understanding of other cultures. "Teaching Foreign Languages in Elemen-tary School" (FLES), which is offered in January, examines the materials, techniques, and psychological basis for teaching a new language to children in grades K-6. (Equal to an equivalent period on the home campus.)

■Urban Studies

The social, cultural, and economic forces which shape American cities–urban renewal, political machines, pollution, the daily press, welfare, high culture and mass culture, the corporate elite–are all present in Chicago. In the Urban Studies program, students begin to understand the magnitude and complexity of an urban center by studying, working, and living in Chicago.The integrated academic and experiential program includes seminars on urban issues, a core course focusing on current problems in public policy, an independent study project, and a supervised internship. All of these help students gain a valuable understanding of the city and a clearer sense of their own values and goals. (16 semester hours)

■Wilderness Field Station

The ACM Wilderness Field Station, located on remote Low Lake in the Superior National Forest, offers an exceptional opportunity for direct observation of northwoods nature. Courses in aquatic biology, animal behavior, ornithology, and behavioral ecology of vertebrates are typically offered during the two month-long summer sessions, along with field biology, other electives for non-science majors, and an independent study option. Much of the field work in this lakeland wilderness is done on long canoe trips, into the Boundary Waters Canoe Area and Canada. The base camp's laboratories and herbarium enable students to supplement their field work with formal scientific study and equipment. (Four semester hours or the equivalent each session.)

■Zimbabwe

Participants in the ACM Zimbabwe Program observe and study the challenges of building a modern, independent nation. Students interested in Southern African development issues will find this interdisci-

PREPROFESSIONAL PROGRAMS

■**Architecture.** Monmouth College is affiliated with Washington University of St. Louis in a joint program of the study of architecture. The program consists of three years at Monmouth College with a major in art or a synoptic major, and four years of architecture studies at the university. After successful completion of the first year at Washington University, the student receives the B.A. degree from Monmouth College. A master's degree in architecture is awarded after completion of the program at Washington University.

■**Computer Science.** Students who seek careers in this rapidly growing field should take a full complement of courses in mathematics and computer science. The College's well-equipped Computer Center affords students ample opportunity for instruction and practice. The department of mathematics and computer science offers majors in both mathematics and computer science.

■**Dentistry.** Dental schools accept applicants without regard to their undergraduate major. Students can, therefore, choose to major in any field, although most students major in biology or chemistry. Course requirements and academic standards vary, so students should become familiar with the specific requirements of the schools to which they plan to apply. The members of the College Health Careers Committee are available to help with academic planning and, together with the Career Planning and Placement Office, to help students obtain catalogs and admission material.

■**Engineering.** Monmouth College is affiliated with Case Western Reserve University, Washington University, and the University of Southern California in joint five-year programs of engineering education. The plan calls for three years at Monmouth followed by two years of engineering work at one of these institutions. Acceptance by the affiliated institution is guaranteed if a B average is maintained in the specified courses at Monmouth. Upon completion of the program, the student receives degrees from both Monmouth and the engineering school.

■**Environmental Studies.** An interdisciplinary major in environmental studies can lead to graduate work or career positions in this expanding field. This program emphasizes a field understanding of the combined areas needed to properly comprehend the complex nature of environmental studies. Options allow for technical expertise or a policy/advocacy slant to the major, depending upon the goals of the participant.

■**Law.** Students should prepare for a career in law by acquiring the ability to think, write, and speak clearly. They should also cultivate a genuine concern for human institutions and values. Though law schools require no particular undergraduate major or course of study, courses in constitutional law, business law, and criminology are available at Monmouth College. Students may also gain experience in law-related internships for college credit.

■**Library Science.** After receiving the B.A. degree, a student may qualify for a master's degree in library science with approximately one year of training in a professional school. Library schools require no particular undergraduate major or course of study, but specialization can lead to library work in that area. Opportunities are available for students

interested in library science to work in Monmouth College's Hewes Library.

■**Medical Technology.** After three years of preprofessional education at Monmouth, students complete the professional phase of the program in two years at Rush University in Chicago or in one year at St. Francis Medical Center in Peoria, Illinois. Acceptance to Monmouth College does not guarantee acceptance to the affiliated institution. Students who remain at Monmouth for three years and complete the Monmouth general education requirements receive a B.A. degree from Monmouth in addition to the B.S. degree from the affiliated school.

■**Medicine.** Medical schools accept applicants without regard to their undergraduate major. Students can, therefore, choose to major in any field, although most students major in biology or chemistry. Course requirements and academic standards vary, so students should become familiar with the specific requirements of the schools to which they plan to apply. The members of the College Health Careers Committee are available to help with academic planning and, together with the Career Planning and Placement Office, to help students obtain catalogs and admission materials.

■**Ministry and Christian Education.** The American Association of Theological Schools recommends a broad liberal arts experience as the best preparation for the modern ministry. Concentrations in philosophy, religion, history, English, sociology, or psychology are encouraged, and some knowledge of Hebrew and Greek is a valuable asset. Students who are preparing for service in the field of Christian education will profit from courses in the education department as well as from the above concentrations.

■**Nursing.** The preprofessional phase of the nursing program is normally completed in three years at Monmouth, followed by two years of professional training at either Rush University in Chicago or at Mennonite College of Nursing in Bloomington, Illinois. Acceptance to Monmouth College does not guarantee acceptance to the affiliated institution. Students who remain at Monmouth for three years and complete the Monmouth general education requirements receive a B.A. degree from Monmouth in addition to the B.S. degree from the affiliated school.

■**Occupational Therapy.** The Monmouth occupational therapy program involves three years of preprofessional education followed by two years at Washington University in St. Louis. Acceptance to Monmouth College does not guarantee acceptance to Washington University. Students who remain at Monmouth for three years and complete the Monmouth general education requirements receive a B.A. degree from Monmouth in addition to the B.S. degree from Washington University.

■**Physical Therapy.** Students interested in physical therapy spend three years at Monmouth followed by two years at The Chicago Medical School. Acceptance to Monmouth College does not guarantee acceptance to The Chicago Medical School. Students who remain at Monmouth for three years and complete the Monmouth general education requirements receive a B.A. degree from Monmouth in addition to the B.S. degree from The Chicago Medical School.

■**Reserve Officers' Training Corps.** Monmouth College students may work toward a commission in the United States Army, the Army Reserve, or the National Guard upon graduation. The program, open to both men and women, is taken in addition to the ordinary academic program and includes a six-week summer camp between the junior and senior years. Information about this program may be found in the section on the military science department.

■**Social Service.** Many opportunities in social-service professions are available to students who major in psychology or sociology. Students should be aware of rapidly increasing

opportunities for those who combine such a major program with a working knowledge of Spanish.

■**Teaching.** Monmouth teacher preparation programs meet the professional education requirements of the Illinois State Teacher Certification Board. The programs provide students who are preparing to teach in elementary and secondary schools with opportunities to develop the skills and knowledge needed to become effective teachers. Students interested in teaching as a career should pursue programs of study that take into account their subject interests, their aptitudes, and their desire to qualify for a particular teaching role. The Urban Education Program of the Associated Colleges of the Midwest offers unusual opportunities to Monmouth students, including a special program for those interested in bilingual education. Detailed information about specific teacher education programs may be found in the section on the education department.

■**Veterinary Medicine.** Veterinary schools accept applicants without regard to their undergraduate major. Students can, therefore, choose to major in any field, although most students major in biology. Course requirements and academic standards vary, so students should become familiar with the specific requirements of the schools to which they plan to apply. The members of the College Health Careers Committee are available to help with academic planning and, together with the Career Planning and Placement Office, to help students obtain catalogs and admission materials.

ADMISSION

■**Admission Policy.** Monmouth College admits qualified men and women without regard to physical handicap or their geographic, cultural, economic, racial, or religious backgrounds. Each applicant for admission is evaluated on his or her individual merits. The College does not make decisions on the basis of single test scores or other isolated credentials, seeking rather to develop a comprehensive understanding of each applicant's abilities and potential. Scholastic record, class standing, standardized test scores, recommendations, and personal qualities such as motivation, goals, maturity, and character are considered.

Applicants should take a college-preparatory program that includes four years of English, three years of mathematics, two years of science (including one year of a laboratory science), three years of social sciences (including history and government, and two years of a foreign language). Participation in honors or advanced course programs is strongly recommended. Applicants who lack particular courses are not disqualified from admission to the College and will be considered on an individual basis. Applicants who have not been enrolled in school for a year or more should provide a statement describing their activities since last enrolled.

The Admission Process. The complete admission process for all full time students includes these steps:

1. The complete application form must be sent to the Admission Office.
2. An official transcript of high school credits including rank in class and SAT or ACT scores must be filed with the Admission Office. Transfer applicants must have an official college transcript sent from all previously attended institutions on file with the Dean of Admission, Monmouth College.
3. Completed applications are reviewed by the Dean of Admission. The Dean of Admission may approve those which are clearly acceptable; those which are not are reffered to the Admission Committee for individual consideration.*
4. Notice of the action taken is sent to the applicant on a rolling basis. Those that are accepted will receive instruction concerning the new student deposit of $150.00 and housing information.
5. The health form and immunization records must be complete before a student will be allowed to enroll.

*Transfer students acceptance will be based on their GPA as it relates to Monmouth College's current student good standing policy.

EARLY DECISION. Monmouth will offer admission to students based on a three year high school record and the SAT or ACT results from the junior year or early senior year, subject to successful completion of the senior year in high school.

REGULAR DECISION. Applicants on Regular Admission will receive notification from the College on a rolling basis during the senior year.

•SPECIAL, PART-TIME, AND REENTERING STUDENTS. Special students are those who are not candidates for the degree. Permission to register as a special student must be obtained from the

Dean of Admission before the beginning of the semester. Should a special student decide to become a degree candidate, the regular admission procedure must be completed.

Part-time students are those who register for fewer than 12 hours of credit per semester. Permission to enroll part-time must be obtained from the Dean of the Admission before the beginning of the term.

Students who have previously attended Monmouth College and wish to reenter must obtain permission to reenroll from the Dean of Admission before the beginning of the semester.

TUITION AND OTHER CHARGES, 1995-96

TUITION, ROOM, AND BOARD

Tuition, per semester	$6,730
General Fees	100
Room, per semester,	
double occupancy	1,100
single occupancy	1,450
Board, 21 meal plan per semester	1,000
Board, 14 meal plan per semester	960
Total annual charge:	
tuition, fees, 21 meal board, and double-occupancy room	$17,860

PAYMENT

All fees and charges are due the first day of the semester in which the student is enrolled. Students may not register until their accounts are paid in full or satisfactory alternative arrangements are made with the business office.

Students who have outside scholarships or loans not already credited to their accounts by the day of registration must have written confirmation from the source of the aid if the scholarship or loan is to be considered in computing the net amount due.

Students who wish to distribute payment over several months must make arrangements to do so using Tuition Management Systems, Inc. Information is available from the College cashier or by calling 1-800/722-4867. There is a $50 fee.

CONDITIONS

The normal course load for a full-time student is 15 to 16 semester hours. A student enrolled for 12 semester hours is classified as a full-time student. Tuition charges provide for a course load up to and including 18 semester hours. Tuition per semester is based upon a student's registered course load as of the last day to add a course. (See 1995-96 Academic Calendar.)

Tuition and fees include use of the library, laboratories, student center, cultural activities, cocurricular programs, admission to athletic contests and most other campus events. Tuition and fees are required whenever a student is enrolled for course work at Monmouth College or under Monmouth College's auspices, whether the course work is on or off campus.

Where space permits, double rooms are made available for single occupancy at an extra charge. Students selecting a "double-single" room will be billed at the single-occupancy rate.

All unmarried students are required to live and take board on campus, except that residents of the immediate area may receive permission to commute to the College when they continue to live with their parents.

Students enrolled in internships, independent study, student teaching or other off-campus programs within 30 miles of Monmouth must reside on campus and take board in the College dining room. Box meals will be provided or other appropriate arrangements made for meals that cannot be taken on campus. All expenses associated with off-campus study, such as travel, clothing and meals at unusual times, will be borne by the student. Not all financial aid is continued for off-campus study programs, and the student must check with the financial aid office to determine whether financial assistance is continued for the particular off-campus study program in question.

Payment of all current financial obligations to the College is a prerequisite to receiving the degree. Failure to meet

such obligations will preclude participation in Commencement activities.

OTHER CHARGES

OVERLOAD, per semester hour.....$561
Students who take more than 18 semester hours per semester will be charged additional tuition on a prorated basis. Tuition for fewer than 12 or for more than 18 semester hours will be charged at $560 per semester hour.

AUDIT, per semester hour.....$271
Full-time students may audit a course without charge. Part-time students or persons not otherwise enrolled will be charged the audit fee.

CREDIT BY EXAMINATION,
per semester hour $280

SPECIAL EXAMINATIONS..... $30
Students who are absent from a final examination for any reason except illness must secure the permission of the instructor and pay the fee to take a makeup examination.

INDIVIDUAL INSTRUCTION
Music Lessons:
Music major,
full-time student.....No Charge
Non-music major,
Half-hour lesson per week,
per semester $160
Hour lesson per week,
per semester $320

INTEREST CHARGE.....8.4%
Interest charges are assessed to student accounts on the fourteenth (14th) day of each month. The amount of the assessment is determined by taking the outstanding balance on the 15th day of the previous month, subtracting any credits posted during the month, and multiplying the resulting amount times 7/10ths of 1 percent, which is the equivalent of 8.4 percent per year. This method will always allow at least 30 days but not more than 60 days for charges to be paid without incurring any interest assessment.

Interest is assessed on all outstanding balances, even if those balances are intended to be paid by financial aid not yet posted to student accounts, including loans and College employment. Interest is not assessed on outstanding balances if a student is participating in the Tuition Management Systems, Inc. plan and all payments are current.

LATE COURSE
SELECTION FEE $30
Returning students who fail to make course selections by the specified date preceding each semester will be assessed this additional fee.

LATE REGISTRATION FEE..... $30
Students who fail to register for class by the specified date at the beginning of each semester will be assessed this additional fee.

CHANGE OF REGISTRATION $15
Students who change registration after the first week of classes will be charged this additional fee.

MATRICULATION FEES
Application fee ..... None
Deposit for new students $150
A deposit is required of all new students accepting admission.This $150 is retained as a deposit that is refunded at graduation or withdrawal of the student from the College, provided that no breakage or damage charges are outstanding. New student deposits are refundable if requested by May 1, prior to entry for the fall semester.

TRANSCRIPT, per copy $3
Transcripts are issued only upon written request. All financial obligations to the College must be met before a transcript will be issued.

PLACEMENT SERVICE
Enrolled student
Up to five mailings of credentials $10
Each additional mailing $4
Non-enrolled student
Up to three mailings of credentials $10
Each additional mailing $4

INTERCOLLEGIATE ATHLETICS PARTICIPATION FEE $70

This fee is charged to all students participating in intercollegiate athletics. The fee is charged only once, regardless of the number of sports in which the student chooses to participate.

ROOM TELEPHONE

An active telephone jack is provided, at no additional charge, in each residence hall room. Students must provide their own touch tone telephone. Students wanting full telephone services should obtain an authorization code through Student Telephone Services. An information hand guide is available from the College cashier. Customer service is available by calling 1-800-947-4787.

REPLACEMENT OF LOST KEY OR CARD
Outside key to building $50
Room key $10
Other key $10
ID or meal card $10

The security of residence halls and the integrity of the identification system demand cooperation and responsibility from all members of the community in safe-guarding keys and ID cards. The charges above are to encourage due care of keys and cards, to maintain room and building security, and to prevent abuse of ID cards.

MOTOR VEHICLE CHARGES
Auto registration ..... $5 per semester
Parking/other violation fine $10
Parking on College lawns fine $50
No vehicle registration fine $50

Motor vehicle regulations are designed to protect the safety and welfare of the campus community and to promote good order. Tickets for violations are issued by designated staff monitors. Any enrolled student bringing a motor vehicle to campus must register the vehicle at the Business Office within the first week of classes, and thereafter, before bringing a vehicle to campus.

REFRIGERATOR RENTAL

A limited number of refrigerators are made available at an annual rental rate.
2.75-Cubic-Foot Refrigerator $30
Replacement charge if lost or stolen . $95
6.25-Cubic-Foot Refrigerator/Freezer .... with Microwave Oven $130
Replacement charge if lost or stolen $450

Students are responsible for paying for damages to refrigerators, not to exceed the replacement charge. Students must return 2.75-cu. ft. refrigerators to the storage center at the end of the year. Students who fail to do so, or fail to clean refrigerators at the end of the rental period, will be charged $10 for each unit.

NON-SUFFICIENT FUNDS CHECK RETURN FEE.....$10

This fee is charged on each check returned to the College for non-sufficient funds.

SUMMER SESSION
Tuition, per semester hour.....$450
Room, per day, double occupancy.....$7
Board not available.

Students who withdraw during the first two days of classes receive a 75-percent refund. After the second day of classes, there is no refund.

CHARGES FOR SUPPLIES OR DAMAGE

Charges for art, laboratory or other supplies; lost library items, or for breakage or damage to College property are billed immediately or at the end of the semester.

The charges include the estimated cost of replacement parts or material, labor for repair or replacement, and overhead expenses associated with the repair or replacement.

REFUNDS

A refund is the amount of money that the College will credit to a student account and/or to a financial aid program account when the student leaves school before completing a period of enrollment. No refund of tuition is made to a student who simply drops a course. Refunds may or may not result in a student account credit that would lead to an eventual disbursement of cash to a student. Students who withdraw from the College are subject to adjustments in their financial aid. Students are cautioned that withdrawal from the College may result in a larger balance due from the student and that such balance will be due and payable at the time of withdrawal.

Date of Withdrawal or Drop-out

In order to determine the correct amount of a refund, a withdrawal date must be determined. Students must submit notification of withdrawal in writing. Forms for withdrawal from the College are available in the Dean of Students Office. The date of withdrawal will be the later of the date the student submits written notification to the College or the date of withdrawal specified by the student.

If a student drops out of the College without submitting official notification in writing, the withdrawal date will be the last recorded date of class attendance by the student, as documented by the College.

Once a student has withdrawn from the College, refunds will be computed and credited by the College Business Office within thirty days of notification of withdrawal. No separate refund request is necessary.

Attribution

Student loans, scholarships and grants will first be reviewed and attributed to the appropriate academic session. For example, the Federal Family Educational Loan Program loans (Stafford, PLUS, etc) are considered to be made in proportionate amounts corresponding to the number of academic sessions covered by the loan (typically two semesters). Any portion of such loans attributable to a session that the student did not attend must be returned to the appropriate program account. The student's account will be adjusted accordingly.

Calculation of the Total Refund Due

For all students, the following refund policy will apply:

TUITION REFUNDS

If a student withdraws from the College, tuition will be retained on the basis shown below.

If the student withdraws:	**TheCollege Retains**
Before classes begin	0%
Prior to the end of the second week	10%
Prior to the end of the third week	20%
Prior to the end of the fourth week	30%
Prior to the end of the sixth week	40%
Prior to the end of the seventh week	50%
Prior to the end of the ninth week	60%
After the end of the ninth week	100%

BOARD REFUNDS

Refunds of board charges will be based on the unused portion of the semester.

ROOM REFUNDS

Refunds of room charges will be based on the unused portion of the semester.

OTHER CHARGES

Fees and charges other than those described above are not refundable.

Credit to Student Account

Based on the above refund policies, the College will determine the total amount of charges to be retained. If the student has an unpaid balance due the College on his or her account, the unpaid amount will be deducted from the total amount to be retained. The College will then deduct the total amount to be retained from the total of all cash and attributable aid paid toward the student's account for the session. This will be the amount of any refund due.

Example:

Jane is a full-time student at Monmouth College. She officially withdraws at the end of the sixth week of the first semester.

Costs for the Semester:

Tuition	$6,730
Fees	$100
Room	$1,100
Board	$1,000
Change of Registration	$15

Aid Awarded for the Semester:

Illinois Monetary Award	$1,950
Federal Pell Grant	$350
Federal Stafford Loan	$1,563
Monmouth College Grants	$2,700

$8,945	Total College Charges
$6,500	Total financial aid applied to school charges for session*
$2,445	Payment due College from Jane

**$63 is deducted from aid for Federal Stafford Loan fees.*

At the time that Jane withdrew, she had made a cash payment of $1,000 toward her $2,445 balance. All aid posted to Jane's account was attributable to the first semester.

Amount retained by the College based on refund policy:

	Charges	% Retained		Amt. Retained
Tuition	$6,730	40%	=	$2,692
Fees	100	100%	=	100
Room	1,100	40%	=	440
Board	1,000	40%	=	400
Change in Registration	15	100%	=	15
				$3,647
Unpaid balance due College				<1,445>
				$2,202

Refund Amount:

Total Cash & Attributable Aid Applied	$7,500
Total Retained	<2,202>
Total Refund	$5,298

Refund Allocation

Depending on what financial aid has been awarded to a student, refund amounts will be returned to Federal and State sources of aid first. Any refund due will be allocated in the following order:

1. unsubsidized Federal Stafford loans,
2. subsidized Federal Stafford loans,
3. Federal PLUS loans,
4. Federal Direct Stafford loans,
5. Federal Direct PLUS loans,
6. Federal Perkins loans,
7. Federal Pell Grants,
8. Federal SEOG awards
9. other assistance authorized by Title IV,
10. other federal, state, private, or institutional student financial assistance,
11. the student.

In the case of Jane's $5,298 example refund, $1,500 would be returned to the Federal Stafford Loan lender, $350 would be returned to the Pell Grant program, $1950 would be returned to the Illinois Monetary Award program, and $1,498 would be used to reduce Monmouth College grants. The balance due Monmouth College would remain $1,445.

Earnings from campus employment for the time worked to the date of withdrawal

will be paid to the student on the next scheduled payroll date.

All adjustments in financial assistance will be made by the director of financial aid.

Loan Exit Interview Required

Perkins Loan and Stafford Loan borrowers must have an exit interview with the Financial Aid Office before leaving campus to ensure that they fully understand their commitments and obligations under this federally funded program.

Appeal Process

An appeals process exists for students or parents who believe that individual circumstances warrant exception from published College charges and refund policies. Persons wishing to appeal for special consideration should address such an appeal in writing to the director of finance and business at Monmouth College.

EFFECTIVE DATE

The charges above are effective July 1, 1995.

RIGHT TO CHANGE CHARGES

Charges are established on an annual basis, and the College makes every effort not to change them during the year. However, the College reserves the right to change any and all of the above charges.

1995-96 ACADEMIC CALENDAR

Fall Semester	
Classes begin, Registration	August 29
Last day to register for classes	August 31
Last day to add a course	September 4
Last day for returning students to make Spring 1995 course selections without a charge	September 4
Last day to drop a course without a fee	September 4
Last day to drop a course	October 27
Classes end	December 15
Final examinations	December 18, 19, 20, 21
Spring Semester	
Classes begin	January 15
Last day to register for classes	January 18
Last day to add a course	January 19
Last day to drop a course without a fee	January 19
Last day to drop a course	March 15
Last day to make Fall 1995 course selections without a charge	April 12
Classes end	May 3
Final examinations	May 6, 7, 8, 9
COMMENCEMENT	May 12

REGISTERS: FACULTY, ADMINISTRATION, SENATE

FACULTY, 1995-96

FULL- AND PART-TIME FACULTY

Huseman, Sue A. (1994), President and Professor of French and Comparative Literature, 1994- •B.A., University of Missouri-Columbia, 1966; M.A., Indiana University, 1969; Ph.D., University of Illinois, 1979.

Julian, William B. (1988), Vice President for Academic Affairs/Dean of the Faculty and Professor of Political Science, 1988- •B.A., 1964; M.A., 1967; Ph.D., University of Wisconsin-Madison, 1976.

Allison, David C.(1962), Professor of Biology, 1973- •B.S., 1956; M.S., 1957; University of Illinois; Ph.D., Pennsylvania State University, 1960.

Ambrose, Rajkumar (1986), Associate Professor of Physics, 1990- •M.A., Madras Christian College, 1962; B.D., United Theological College (India), 1981; Ph.D., Texas Christian University, 1986.

Ambrose, Sarojini (1994), Lecturer in English, 1994- •B.A, 1961; M.A., Madras University, 1963.

Andrade, Annabelle (1994), Lecturer in Modern Foreign Langauge, 1994- •B.A, 1963; M.A., 1964; University of Iowa.

Arnold, George F. (1974), Associate Dean, 1995-; Professor of Education and History, 1989- •B.S., Buffalo State College, 1968; Ph.D., University of Maryland, 1975.

Betts, James E. (1989), Assistant Professor of Music, 1989- •B.M., 1972; M.M., •B.A Southern Illinois University, 1973; D.M.A., University of Iowa, 1984.

Blum, Harlow B.(1959), Professor of Art, 1977- •B.F.A., University of Illinois, 1956; M.A., Michigan State University, 1959; M.F.A., Syracuse University, 1966.

Boehm, Michael (1994), Assistant Professor of Biology, 1994- •B.S., Heidelberg College, 1987; M.S., 1990; Ph.D., Ohio State University, 1992.

Bruce, Mary Barnes 1985, Associate Professor of English, 1992 •B.A., Arlington State College, 1965; M.A., Southern Methodist University, 1968; Ph.D., Arizona State University, 1986.

Buban, Steven L. (1977), Professor of Sociology, 1992- •B.A., 1972; M.A., 1973; Ph.D., 1979; University of Iowa.

Cathey, Robert Andrew (1989), Assistant Professor of Philosophy and Religious Studies, 1989- •B.A., Davidson College, 1978; M.Div., Princeton Theological Seminary, 1981; Ph.D., Duke University, 1981.

Cogswell, Richard L. (1983), Associate Professor of Mathematics, 1990- •B.A., DePauw University, 1976; M.A., 1978; Ph.D., 1983; Washington University.

Condon, Jacquelyn S. (1980), Vice President for Student Life and Dean of Students, 1995- Assistant Professor of Education, 1982- •B.A., Millikin University, 1975; M.S.Ed., Eastern Illinois University, 1980.

Connell, Michael (1992), Assistant Professor of Political Economy and Commerce, 1992- •B.S.,1976; M.S., 1982; J.D., Ph.D., 1986; University of Illinois.

Cordery, Simon (1994), Lecturer in History, 1994-; Head Women's Soccer Coach, 1994- •B.A., Northern Illinois University, 1982; M.A., University of York (England), 1984; Ph.D., University of Texas at Austin, 1995.

Cordery, Stacy (1994), Assistant Professor of History, 1994-; Coordinator of Women's Studies, 1995-; Curator of Monmouthiana Collection, 1995- •B.A., 1983; M.A., 1986; Ph.D., 1992; University of Texas at Austin.

Cramer, Kenneth (1993), Associate Professor of Biology, 1993- •B.S., University of Missouri, 1980; M.S., University of Oklahoma, 1983; Ph.D., Utah State University, 1993.

Daniel, Mayra (1994), Lecturer in Modern Foreign Language, 1994- •B.A., 1971; M.A., 1972; University of Iowa.

De Young, James L. (1963), Professor of Speech Communication and Theater Arts, 1985- •A.B., Beloit College, 1959; M.A., Bowling Green State University, 1960; Ph.D., University of Minnesota, 1974.

Dodd, Mark (1995), Visiting Assistant Professor of English, 1995- •B.S., 1981; M.A., 1983; Ph.D., 1991; Eastern Illinois University.

Douglas, Dorothy DiVall (1988), Associate Professor of Education, 1995- •B.S., University of Oklahoma, 1958; M.Ed., Central State University; Ed.D., Oklahoma State University, 1985.

Ellison, Linda (1989), Lecturer in Education, 1989- •B.A., Monmouth College, 1975; M.S.Ed., Western Illinois University, 1989.

Falgiani, Dianne (1993), Lecturer in Accounting, 1993- •B.A., 1990; M.A., 1994; Western Illinois University.

Gebauer, Peter A. (1975), Professor of Chemistry, 1988- •B.S. Harvey Mudd College, 1965; Ph.D., University of Illinois, 1970.

Glasgow, Terry L. (1972), Professor of Physical Education, 1990- Director of Athletics, 1978- •B.A., Parsons College, 1966; M.A., Northeast Missouri State University, 1969; Ph.D., Northwestern State University of Louisiana, 1974.

Griffiths, Richard L. (1967), Professor of Music, 1987- •B.M.E., University of Wichita, 1964; M.M.E., Wichita State University, 1966; D.M.A., University of Washington, 1979.

Haq, Farhat (1987), Associate Professor of Government, 1993- •B.A., State University of New York at Fredonia, 1980; M.A., 1983; Ph.D., 1987; Cornell University.

Hastings, William M. (1968), Professor of Psychology, 1983- •B.S., Loyola University, 1962; M.A., 1966; Ph.D., 1969; Southern Illinois University.

Haynes, Roger D. (1982), Lecturer in Physical Education, 1982- •B.A., Monmouth College, 1982.

Hazen, Colleen (1994), Lecturer in English, 1994- •B.A., Washington State University, 1974; M.A., Western Illinois University, 1992.

Hellenga, Virginia (1994), Lecturer in Classics, 1994- •B.A., University of North Carolina, 1967; M.A., Loyola University, 1982.

Holm, Susan Fleming (1985), Dorothy Donald Associate Professor of Romance Languages and Literature, 1991 •B.A., The College of Wooster, 1966; M.A., 1982; Ph.D., 1985; The University of Kansas.

Johnson, Richard (1994), Lecturer in Psychology, 1994- •B.A., Augustana, 1976; M.S., Western Illinois University, 1992.

Johnston, Richard (1995), Assistant Professor in Political Economy and Commerce, 1995- •B.S., 1979; M.B.A., 1983; Lehigh University.

Julian, Dorothy (1988), Lecturer in Education, 1988- •B.A., Central College, 1977; M.S., Drake University, 1979.

Kane, R. Kelly (1984), Instructor in Physical Education, 1984- •B.A., Illinois Wesleyan, 1970; M.S., Western Illinois University, 1981.

Keller, Alfred (1988), Assistant Professor in Modern Foreign Languages, 1995 •B.A., 1979; M.A., 1982; University of Missouri-Kansas City.

Kieft, Richard L. (1975), Professor of Chemistry, 1989- •B.S. Dickinson College, 1967; Ph.D., University of Illinois, 1973.

Kirk, Carolyn Tyirin (1972), Professor of Sociology, 1988- •B.A., 1967; M.A., 1969 Ph.D., 1973; Michigan State University.

Kulczewski, Peggy (1995), Lecturer of Mathematics and Computer Science, 1994- •B.A., 1971; M.A., 1972, University of Illinois.

Lariviere, Nancy A. (1989), Assistant Professor of Psychology, 1990- •B.A., Susquehanna University, 1984; M.A., 1987; Ph.D., 1990; State University of New York at Binghamton.

Lemon, J. Rodney (1976), Professor of Political Economy and Commerce, 1982- •B.A., Monmouth College, 1964; M.S., 1967; Ph.D., 1968; University of Illinois.

Li, Chenyang (1993), Assistant Professor of Philosophy and Religious Studies, 1993- •B.A., 1982; M.A., 1984; Beijing University (China); Ph.D., 1992; University of Connecticut.

Ludlum, Lisa (1995), Lecturer in Political Economy and Commerce, 1995- •B.B., 1981; M.A., 1995; Western Illinois University.

McGaan, Lee (1986), Associate Professor of Speech Communication and Theater Arts, 1995 •B.A., Monmouth College, 1969; M.A., 1970; Ph.D., 1980; Ohio University.

Meeker, Cheryl (1986), Assistant Professor of Art, 1993- •B.A., Knox College, 1984; M.A., 1985; M.F.A., 1986; Northern Illinois University.

Nieman, George C. (1979), Professor of Chemistry, 1984 •B.S., Carnegie-Mellon University, 1961; Ph.D., California Institute of Technology, 1965.

Olson, H. Michael, Jr. (1990), Instructor in Physical Education, 1990- •B.A., Coe College, 1959; M.S.E., Wayne State College, 1964.

Orwig, Russell (1994), Lecturer in Psychology, 1994- •B.A., Monmouth College, 1984; M.S.W., University of Iowa, 1989.

Parry-Giles, Shawn J. (1991), Assistant Professor in Speech Communication and Theater Arts, 1992 •B.F.A., Emporia State University; M.A., 1984; University of New Mexico, 1987; Ph.D., Indiana University-Bloomington, 1991.

Parry-Giles, Trevor (1994), Lecturer in Speech Communication and Theater Arts, 1994- •B.A., Ripon College, 1985; M.A., University of New Mexico, 1987; Ph.D., Indiana University, 1992.

Rankin, Douglas B. (1988), Assistant Professor in Speech Communication and Theater Arts, 1991- •B.A., Monmouth College, 1979; M.F.A., Northwestern University, 1986.

Schuytema, Paul (1993), Director of Student Publications, 1995- Lecturer in English, 1995- •B.A., Miami University (Ohio), 1990; M.F.A., University of North Carolina, 1992.

Shike, Jane (1994), Lecturer in Mathematics, 1994- •B.A.; M.A., 1992;. Iowa State University.

Sienkewicz, Anne (1992), Visiting Assistant Professor in Modern Foreign Languages, 1992- •B.A., University of Maine at Orono; M.A., 1974; Ph.D., 1978; Johns Hopkins University.

Sienkewicz, Thomas J. (1984), Capron Professor of Classics, 1985- •B.A., College of the Holy Cross, 1971; M.A., 1973; Ph.D., 1975; The Johns Hopkins University.

Smith, Mia L. (1994), Lecturer in Physical Education, 1994- •B.S., Southern Illinois University at Edwardsville, 1986.

Smolensky, Ira (1984), Professor of Government, 1995- •B.A., 1970; M.A., 1976; Ph.D., 1982; Rutgers University.

Sorensen, Francis W. (1973), Professor of Education, 1983- •B.A., Wheaton College, 1960; M.S., Northern Illinois University, 1964; Ed.D., University of Illinois, 1973.

Sparling, Brigit J. (1977), Faculty Associate in English, 1988- •B.A., Illinois Wesleyan University, 1967; M.A., University of Akron, 1970.

Spitz, Douglas R. (1957), Professor of History, 19777- •A.B., Swarthmore College, 1949; M.A., 1955; Ph.D., 1964; University of Nebraska.

Sproston, Michael E. (1968), Associate Professor of Music, 1986- •B.A., Monmouth College, 1964; M.A., University of Iowa, 1966.

Suda, Carolyn (1986), Lecturer in Music, 1986- •B.A., Florida State University, 1971; M.A., Western Illinois University, 1985.

Suda, David (1984), Associate Professor of Humanities, 1984- •B.A., 1969; M.A., 1971; University of South Florida; Ph.D., Emory University, 1983.

Trees, Brad R. (1993), Assistant Professor of Physics, 1993- •B.S., 1982; Ph.D., 1993; Ohio Wesleyan University.

Tucker, Marta M. (1983), Associate Professor of Mathematics and Computer Science, 1990- •B.S., Illinois State University, 1971; M.S., Bradley University, 1983.

Urban, Jacquelynn J. (1978), Lecturer in Modern Foreign Languages, 1978- •B.A., University of Texas, 1964.

Urban, William L. (1966), Lee L. Morgan Professor of History, 1994- •B.A., 1961; M.A., 1963; Ph.D., 1967; University of Texas at Austin.

Wallace, William J. (1979), Associate Professor of Speech Communication and Theater Arts, 1991- •B.F.A., Quincy College, 1974; M.S., Indiana State University, 1976; Ph.D., University of Minnesota, 1986.

Waltershausen, George L. (1966), Professor of Art, 1987- •B.A., Knox College, 1961; M.A., University of California, 1963; M.F.A., Bradley University, 1978.

Watson, Craig (1986), Professor of English, 1995- •B.A., University of Illinois, 1972; M.A., California State University (San Francisco), 1975; Ph.D., University of Michigan, 1980.

Weiss, Andrew (1986), Edwin A. Trapp, Jr. Professor of Business Administration, 1993- •A.B., Oberlin College, 1972; M.S., 1980; Ph.D., 1982; Northwestern University.

Welch, Lyle L. (1979), Professor of Mathematics, 1991- •B.A., Luther College, 1964; Ph.D., Michigan State University, 1971.

Wijesiri, Wije (1995), Visiting Assistant Professor of Mathematics and Computer Science, 1995- •B.S., University of Sri Lanka, 1981; M.S., Purdue University, 1991; Ph.D., University of Idao, 1994.

Willhardt, Gary D. (1967), Professor of English, 1982- •B.A., Monmouth College, 1959; M.A., Ohio University, 1962; Ph.D., Ohio State University, 1967.

PROFESSORS EMERITI

Elwood H. Ball, 1953-83
Professor of Music Emeritus
Cecil C. Brett, 1963-83
Professor of Government and History Emeritus
Robert H. Buchholz, 1950-1990
Professor of Biology Emeritus
Bernice L. Fox, 1947-81
Professor of Classics Emerita
J. Prescott Johnson, 1962-86
Professor of Philosophy Emeritus
John J. Ketterer, 1953-86
Professor of Biology Emeritus
Paul H. McClanahan, 1964-79
Professor of Religious Studies Emeritus
Roy M. McClintock, 1966-86
Professor of Government Emeritus
R. Jeremy McNamara, 1964-95
Professor of English Emeritus
Harry W. Osborne, 1965-83
Professor of Modern Foreign Languages Emeritus
Charles E. Skov, 1963-94
Professor of Physics .
Charles J. Speel II, 1951-83
Professor of Religious Studies Emeritus
J. Stafford Weeks, 1959-86
Professor of Religious Studies Emeritus
Esther M. White, 1974-88
Professor of Education Emerita
Donald L. Wills, 1951-84
Professor of Geology Emeritus
Robert G. Woll, 1935-75, 1976-77
Professor of Physical Education Emeritus

ADMINISTRATION, 1995-96

Huseman, Sue A. (1994), President and Professor of French and Comparative Literature, 1994- •B.A., University of Missouri-Columbia, 1966; M.A., Indiana University, 1969; Ph.D., University of Illinois, 1979.

ACADEMIC AFFAIRS

Julian, William B. (1988), Vice President for Academic Affairs/Dean of the Faculty, and Professor of Political Science, 1988- •B.A., 1964; M.A., 1967; Ph.D., University of Wisconsin-Madison, 1976.

Carr, Daryl (1985), Systems Manager, Information Systems Center, 1994- •B.A., Monmouth College, 1988.

Glasgow, Terry L. (1972), Director of Athletics, 1978- •B.A., Parsons College, 1966; M.A., Northeast Missouri State University, 1969; Ph.D., Northwestern State University of Louisiana, 1974.

Kemp, Janice (1995), Director of the Hewes Library, 1995- •B.A., 1968; M.A., 1969; Drake University; Ph.D., Miami University (Ohio), 1983; M.S., University of Illinois-Urbana/Champaign, 1989.

Saettler, Erhard G. (1989), Registrar, 1989- •B.A., Wabash College, 1957; M.S., University of Minnesota, 1962.

STUDENT AFFAIRS

Condon, Jacquelyn S. (1980), Vice President for Student Life & Dean of Students, 1990- •B.A., Millikin University, 1975; M.S.Ed., Eastern Illinois University, 1980.

Cook, Terry (1991), Assistant Director of Residential Life, 1992- B.A., Monmouth College, 1991.

Loy, James R. (1990), Associate Dean of Students, 1990- •B.A., 19 M.S., 1986; Western Illinois University.

Macarthy, Karen (1990), Director of the Stockdale Center/Activities & Student Orientation, 1990- •B.S., Eastern Connecticut State University; 1988; M.A., Framingham State College, 1990.

Masood, Mohsin (1995), Assistant Dean of Students/Director of Multicultural Affairs, 1995- •B.A., University of Peshawer (Pakistan), 1977; M.A., Quaid-i-Azam University (Pakistan), 1981; M.A., 1992; M.A., 1995; Western Illinois University.

Naegeli, Daniel A. (1990), Director of Career Planning and Placement, 1990- •B.A., University of Wisconsin-Whitewater, 1984; M.S., University of Central Arkansas, 1989.

Schuytema, Paul (1993), Director of Student Publications, 1995- Lecturer in English, 1995- •B.A., Miami University (Ohio), 1990; M.F.A., University of North Carolina, 1992.

COLLEGE RELATIONS

Dudzik, Kenneth (1995), Vice President for College Relations, 1995- •A.B., Wabash College, 1971; J.D., Western New England College School of Law, 1981.

Cook, Lois A.(1987), Director of Development Records and Research, 1995- •B.S., Bowling Green State University.

Mannino, Molly (1990), Director of Major and Planned Gifts, 1990- •B.A., St. Mary's College, Notre Dame, Indiana, 1965.

Rankin, Jeffrey (1992), Director of College Communications, 1992- •B.A., St. Lawrence University, 1979.

FINANCE AND BUSINESS

Gladfelter, Donald L. (1977), Vice President for Finance and Business, 1995- •B.A., Monmouth College, 1977.

Loomis, Pete (1989), Director of the Physical Plant, 1989- •B.A., Westminster College, 1966.

McNall, W. Michael (1981), Director of Personnel, 1991- •B.A., Monmouth College, 1981.

Pomeroy, Brian (1993), Director of Financial Aid, 1993- •B.A., Western Illinois University.

Gillen, Andrea (1995), Assistant Director of Financial Aid, 1995- •B.A., Augustana College, 1992.

ADMISSION

Valentine, Richard (1993), Vice President for Enrollment, 1995- •B.S., Culver-Stockton College, 1977.

Guerrero, Sharon, (1995), Admission Representative, 1995- •B.A., Monmouth College, 1995.

Kemp, Marybeth Dues (1994), Assistant Dean of Admission, 1995- •B.A., Monmouth College, 1994.

Pitts, Peter (1993), Regional Director of Admission, 1993- •B.A., Wartburg College, 1974; M.A., University of Iowa, 1977.

Thomas, Bobbi (1993), Assistant Regional Director of Admission, 1995- •B.A., Monmouth College, 1993.

Turner, William (1995), Admission Representative, 1995- •B.A., Monmouth College, 1993.

THE SENATE, 1995-96
OFFICERS OF THE SENATE

David A. Bowers '60; Vice President and General Manager, National Cabinet Lock; Greer, South Carolina.

OFFICERS OF THE COLLEGE

Sue Huseman, President; Monmouth College; Monmouth, Illinois. *Ex officio.*

Ralph E. Whiteman; Treasurer; President (Retired), Security Savings and Loan Association, Monmouth College, Monmouth, Illinois. *Ex officio.*

Janette Buchman Secretary; Monmouth College; Monmouth, Illinois. *Ex officio.*

Leah R. McLaren (1991); Assistant Secretary, 1994- Monmouth College, Galesburg, Illinois.

TRUSTEES AND DIRECTORS

Robert J. Ardell '62; Vice President of Exploration, Nippon Oil Exploration U.S.A., Ltd.; Houston, Texas.

Nancy Glennie Beck '53; Homemaker; Hinsdale, Illinois.

Nancy Albertson Bell '51; Realtor, Prudential Preferred Properties, Downers Grove, Illinois.

Kenneth D. Brenneman '64; President, Industrial Marketing Research, Inc.; Clarendon Hills, Illinois.

Peter H. Bunce; Chief Operating Officer, Grand Center, Inc.; St. Louis Missouri.

Douglas R. Carlson '66; Attorney; Wildman, Harrold, Allen & Dixon; Chicago, Illinois.

Karen Chism '65, Palo Alto, California.

David D. Fleming '46; President, Mellinger Educational Foundation, Monmouth, Illinois.

Dr. Leonard Gibb '58, Director of Planned Giving, Sun Health Foundation, Sun City, Arizona.

William J. Goldsborough '65; Investment Analyst, Lincoln Capital Management; Glen Ellyn, Illinois.

Walter S. Huff, Jr. '56; President, Laumar Corporation; Hilton Head, South Carolina.

William T. Irelan '62; Attorney, Hewes; Falls Church, Virginia.

James C. Jacobsen; Executive Vice President, Kellwood Company; Creve Coeur, Missouri.

Barbara Watt Johnson '52; Homemaker; Moline, Illinois.

Marion Austin Jones '50; Homemaker; Grinnell, Iowa.

Mary Castle Josephson '51; Homemaker; Roseville, Illinois.

Harold W. Knapheide III; President, Knapheide Manufacturing Company; Quincy, Illinois.

Robert C. McConnell '72; District Director for U.S. Congressman Dick Chrysler, Brighton, Michigan.

James J. Mock '65; General Manager, Wheat Division, HybriTech Seed International, Inc., Wichita, Kansas.

Carol Moore, President, The Moore Group; Washington, D.C.

Charles E. Morris, Jr.; Vice Chancellor for Academic Affairs, Illinois Board of Regents; Normal, Illinois

Courtney J. Munson '63; President and CEO, Munson Transportation (Retired). Galesburg, Illinois.

Bradley Nahrstadt '89; Buffalo, Illinois. Williams & Montgomery, Chicago, Ill.

Peter A. Nelson '54; Senior Vice President, Marketing (Retired), McDonald's Corporation; Barrington, Illinois.

James L. Pate '63; President and CEO, Pennzoil Co.; Houston, Texas.

H. Safford Peacock; Investment Manager; Lincoln, Illinois.

Harold A. Poling '49; Chair and CEO, Ford Motor Company; Birmingham, Michigan.

Nelson Potter '61; Associate Professor of Philosophy, University of Nebraska-Lincoln; Lincoln, Nebraska.

Channing L. Pratt '51; Attorney, Beal, Pratt and Pratt; Monmouth, Illinois.

Roger W. Rasmusen '56; Chair; Investment Manager; Stuart, Florida.

Bonnie Bondurant Shaddock '54; President, Oliver/Asselin Inc.; Glendale, California.

Linda Siebrandt '80; McHenry, Illinois.

Edwin A. Trapp, Jr. '53; Investment Manager; Dallas, Texas.

William B. Trent, Jr. '69; Vice President for Personnel Administration, Grain Processing Corporation; Muscatine, Iowa.

Maxine Murdy Trotter '47, Secretary-Treasurer, Murdy Foundation, Incorporated; Santa Ana, California.

Fred W. Wackerle '61; Partner, McFeely Wackerle Jett Associates; Chicago, Illinois.

R. Richard Wieland II '68; South Barrington, Illinois.

William Winslade '63; Professor of Medical Jurisprudence and Psychiatry, University of Texas Medical Branch at Galveston; Galveston, Texas.

SENATE EMERITI

Robert E. Acheson '28; Operations Supervisor (Retired), Illinois Bell Telephone Company; Monmouth, Illinois.

Tim J. Campbell, Jr. '39; Attorney; Campbell and Campbell; Newton, Iowa.

Richard P. Hutchinson '34; Farmer and Farm Manager; Biggsville, Illinois.

William M. LeSuer '42; Senior Vice President (Retired), Research and Development, The Lubrizol Corporation; Mayfield Village, Ohio.

Daniel M. MacMaster; President and Director (Retired), Museum of Science and Industry; Homewood, Illinois.

James W. Marshall '36; Physician; Monmouth, Illinois.

Graham McMillan '37; Vice President (Retired), Biochemical Operations, International Minerals and Chemicals Corporation; Terre Haute, Indiana.

N. Barr Miller '28; Attorney (Retired), Haynes and Miller; Bethesda, Maryland.

Lee L. Morgan; Chairman and Chief Executive Officer (Retired), Caterpillar, Inc.; Peoria, Illinois.

John W. Service '35; Division Manager (Retired), Salary Administration, Deere and Company; Monmouth, Illinois.

Juanita Winbigler Reinhard '42; Homemaker; Arlington Heights, Illinois.

HONORARY DIRECTOR

Pearle Liddle; Civic Leader and Homemaker; Fort Worth, Texas.

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DIRECTORY OF COLLEGE OFFICES

All telephone numbers at Monmouth College can be reached either by calling the number directly or by calling the College switchboard, 457-2311. When dialing from on-campus telephones, use only the last four digits. The area code for Monmouth is 309.

Correspondence concerning College matters should be addressed to the appropriate office at Monmouth College, Monmouth, Illinois 61462-9989.

Academic Affairs
For academic concerns, readmission, academic standing, and faculty matters.
457-2325

Admission Office
For most matters of concern to new students.
457-2131

Bookstore
457-2399

Business Office
For questions about billings and student accounts.
457-2124

Career Planning and Placement Center
457-2115

College Relations Office 457-2323
Alumni Programs 457-2316
Annual & Deferred Gifts 457-2336
College Communications 457-2322
Records & Research 457-2316

Dean of Students
For information about rooms, residence halls, and student services.
457-2113

Financial Aid
457-2129

Library
457-2190

Multicultural Affairs
457-2113

President's Office
457-2127

Registrar's Office
For academic records, class schedules, courses, credits, and transcripts.
457-2326

Stockdale Center and Student Activities
457-2345

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